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The objective of this study was to define the attitudes of a representative sample of rural New England citizens concerning their town libraries in order to identify the motivational factors necessary for adequate rural library use and support. Study data were collected mainly through personal interviews involving 749 representative respondents from nine small towns in Maine, Vermont, and New Hampshire, with questionnaires administered to households, library trustees, and librarians. This study report includes a review of published literature on rural libraries, a statement on research design, community portraits, descriptive and analytical statistics from the user survey, a discussion of the librarian and trustee interviews, an analysis of ten years of library support in one community, a review of rural library costs and financial support, conclusions based on an analysis of the survey, a review of trends in rural library service, and recommendations for improvement of town libraries. The study documents the reasons why rural New England citizens either use or reject the library, and it reveals an overall lack of fiscal and civic support for libraries, an absence of library leadership, and the fact that the majority of the libraries surveyed fall far short of meeting minimal standards. Appendixes include methodological observations and the research and survey instruments. (JB)

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WHERE THE PEOPLE SPEAK
THE ROLE AND FUNCTION OF
RURAL PUBLIC LIBRARIES
IN NORTHERN NEW ENGLAND

January, 19[illegible]

U. S. Department of Health, Education and Welfare
Office of Education
Bureau of Research

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Educational Research and Services Corporation
170 South River Road
Bedford, New Hampshire 03102

FINAL REPORT

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EDUCATIONAL RESEARCH AND SERVICES CORPORATION
170 South River Road
Bedford, New Hampshire - 03102
January, 1969

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FOREWORD

> When confronted with the expensive art book, most small librarians will say, "That is too expensive for us!" Yet this is exactly the kind of book that a small library ought to have. It is exactly the kind of book that is not available to the citizen of a small town. The library is the only local institution with the resources, and the defined function, to give townspeople access to books they can't afford to buy personally.
>
> I find it depressing to think that the great art in a book like PICASSO'S PICASSOS, or the exhilaration in a book like the Sierra Club's IN WILDNESS IS THE PRESERVATION OF THE EARTH will not be available to every citizen. These are books whose message is universal. They are the very special and exciting parts of a book collection, and just like that thirtieth copy of FOR WHOM THE BELL TOLLS, they ought to be there when some excited student has the stimulus to see and read them --- that fleeting erratic, drive to read --- so easily killed by the lack of interesting books to feed it, or the necessity to fill out a "reserve" and wait another two weeks.
>
> Speech to New Hampshire Librarians - John N. Berry, III

This study seeks to define the attitudes of a representative sample of rural New England Citizens concerning their respective town libraries. The nine towns selected were judged to be typical of the rural communities found in Maine, Vermont, and New Hampshire.

Opinions of town residents expressed either favorably or in opposition, carry weight when extended to those in authority. Approbation is usually expressed in continued use of the library. Disapproval or criticism seldom is expressed due to the insulation from those in power; however, in rural town government with its system of direct representation where opinions can be expressed in the open forum of town meetings, the weight of expression has direct bearing on policy and fiscal support. It was this unique system with its attendant power that drew the interest for the survey. If a man can vote or withhold funding personally, then the reasons for his establishment of priorities have great worth to the investigators. Then too, the small town has but few secrets. Citizens intimately know the librarian who serves them and personally elect the boards that administer their trust. Here a microcosm could be identified in its total relationship of the library and the citizen.

History reveals that in our founding days and up to the turn of the century, the library and the school comprised the cultural entities of the town. While the urban areas have developed and expanded many more cultural and educational resources, the small town has seen no such additions. Today the school, usually in a greatly developed pattern, has progressed to the point where it commands the larger part of appropriated funds. The rural librarian's salary has not only failed to keep pace in most areas studied, it has fallen far behind: The survey sought from the local citizens answers requisite to determine what contemporary value is placed on the local library as a social institution.

The report documents reasons why the rural New England citizens either use or reject this resource. How often he uses it and what satisfaction is derived? How those concerned with the administration of the library view their trust and what actions or lack of them they are taking to insure its progress. It reveals a tragic lack of support both fiscal and civic matters. The town library shows an appalling absence of leadership with its semi-skilled directors.

That these conditions are regulated solely to this section of the country is fallacious. Nationally, the rural scene review reveals the same conditions. The tragedy lies as before noted in the power to rectify these conditions by the rural citizens. It is to the shame of the library administrators that this power has not been effectively applied.

The majority of the libraries surveyed fell far short of meeting minimal standards. All were understaffed and most lacked the basic professional education to effectively service constituents. Many were ill-housed, and provided minimal, if not inadequate, collections. Local fiscal support bordered on the disgraceful; private gifts were the means of survival. Only through the interest and dedication of the librarians, trustees, and other volunteers has the rural library continued to exist. The rural library does not, nor can it in the foreseeable future, meet the commitments devulged upon it by their own volition or the impetus of interest and groups, change their opinions.

New England's expectations for education and training of people depends on its libraries. No other concern in the region is as urgent and will prove more rewarding.

Minimal library offerings contribute to undernourished minds just as surely as inadequate diets produce malnutrition. Rural America, with its paucity of educational and cultural resources, cannot afford to witness the further deteriorating of this once prime source of enlightenment. Henceforth, we will let the people of the small towns speak. As their opinions and thoughts are recorded albiet in neat charts, uniform tables, and scientific jargon, it should be kept ever in mind that these citizens hold in their hands the personal means to rectify much of what is wrong with the rural library, should they so desire. The people can speak and act for the rural town library,

ACKNOWLEDGEMENTS

The authors of this study report are indebted to the hundreds of Federal, State, and local library officials and administrators who assisted us in the design, the collection of data, and in the review materials for the final report. A study such as this owes a huge debt to the seven hundred and forty-nine Northern New Englanders who permitted us to interview them, and who graciously opened their homes to our interviewers.

Special recognition should be given to those Federal, State, and local officials who assisted us in the study of rural libraries in the three Northern New England States and nine communities.

A special thanks is due to the Federal officials in the Library Information and Science Research Branch, Division of Information Technology and Dissemination, Bureau of Research, Office of Education, Eugene P. Kennedy, former Chief, Miss Betty Jones, Research Assistant and Frank Kurt Cylke, Acting Chief.

In the Division of Library and Services and Education Facilities, Bureau of Adult, Vocational, Library Programs, Office of Education, Dr. Ray M. Frye; Director and Dr. Pauline Winnick were helpful. These individuals were of special assistance in formulation of the study design and the construction of the survey instrument.

The help and encouragement of Northern New England's State Librarian, Emile W. Allan, Jr. of New Hampshire, Miss Ruth Hazelton of Maine, and Mrs. Elena Horton of Vermont and their respective staffs was most valuable, not only

in the selection of the sample towns, but all through the study. Their participation in the Advisory Committee produced some excellent directions. A special word of appreciation goes to Emile "Bill" Allan Jr., State Librarian of New Hampshire, whose helpful criticism and constructive assistance was most necessary for this project.

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We are especially indebted to the librarians and their staffs in the nine towns sampled in the study. The librarians provided the coordination in each town for both the interviewers and the staff. Without their ample co-operation the study would not have been feasible.

We are grateful to the many trustees of the sampled libraries for the support they have given to the study, and for the time they have given to assist their librarians, both during the study and throughout the years.

We must give as much credit as we can to the interviewers. These people gave up much time and faced adverse weather conditions to complete their assignments on schedule. It should be noted that in many towns, the interviewers donated their time to the library by turning over their stipend to the library.

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Educational Research and Services Corporation staff members involved in the project were Miss Liane Allyson and Mrs. Helen Sevigny. Miss Allyson was a field representative, and Mrs. Sevigny was responsible for data tabulation. Mr. Benjamin Donatelli was responsible for the co-ordination of the staff and consultants in his position as Principle Investigator. Mr. Donatelli provided the statistical interpretation of the data and was involved in the preparation of the final report.

Patient and efficient secretarial work in verification of hundreds of interviews and interviewers involved in the study was provided by Linda Gibbons and Linda J. Floden. Words cannot express the debt owed to Linda L. Davison and Blanche E. Duval who, with extraordinary patience, typed and retyped the many versions of this report, and were responsible for the finished product.

James W. Morrison
Project Director
Educational Research and Services Corporation
170 South River Road
Bedford, New Hampshire

January, 1969

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CHAPTER I

WHERE THE PEOPLE SPEAK: The Role and Function of Rural Public Libraries In Northern New England

INTRODUCTION

At the turn of the century, rural America presented a slightly altered picture of its earliest beginning. It was a quiet world of small towns and hamlets. The country post office, district school, the exciting depot, muddy and often impassable roads, and a quiet serene pace, that to those absorbed in it would probably go on forever. Suddenly, events across the waters altered forever the quietude. Electric light poles and gasoline buggies appeared along the country roads. The cities beckoned and within a lifetime back country America proclaimed as the backbone of the agrarian republic passed into history. The transition accelerated with another world war and if the exodus to the urban was swift, the dedication to keeping the rural was adamant. Yet, ever increasingly the rural bent to the change. Today country-side America is a parodoxical combination of past and present. The country courthouse holds the office of the superintendent of schools responsible for a multi-million dollar cooperative school. The quiet bottom land by the river provides the setting for an industrial park. The town library often donated by a long gone successful son, houses a collection reflecting the tastes of long ago America, yet in desperate need of modernity. Rural America, whether in the northeast of Puritan foundings or the vast central prairies, has been and is changing. Its libraries all to often have not kept the pace, while some research has gone in to the supposed needs of a technological America, little has been done to identify reasons for or against the utilization of these segments of our academic and intellectual development.

In a more recent study done by Joseph Lyford, Talk in Vandalia: The Life of an American Town;[1] the author finds that Vandalia, Illinois, does not support the American myth of the rural town of today as a landlocked island inhabited only by people who share an abiding complacency with each other. In fact, Lyford observes that:

> "Vandalians today are in some ways in a better position to observe and to feel, sometimes painfully, the consequences of a changing society than their suburbanite fellow who dwells in a bedroom town, or the city dweller who hears about the world, mainly through his newspaper and who enjoys protective layers afforded to him by cooperation, his union and his various institutional affiliations."[2]

Whether we study libraries in rural New England towns or a small midwestern community, there are several established cultural community values which seem to contribute to the effectiveness of the informal or formal educational perspective of the library. Surely, these individuals in communities that we have been speaking about are whom the libraries can serve.

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1 Lyford, Joseph P., The Talk in Vandalia, The fund for the Republic, 1964.
2 Ibid, pg. IX.

As New England goes today, it is in actuality more often narrow fields, a close background of scrubby trees (where pastures used to be), interrupted glimpses of wooded mountains and hills (where nearby trees don't block the view), with scattered split-levels, gas stations, motels, and new elementary school buildings as artifacts. Fortunately, the older pastoral vistas can still be found much like the aging library structures in needed repair throughout these new scenes.

New Englanders by nature are both self-sufficient and individualistic. Coupled with this is an innate suspicion of governmental influence and control. During the preliminary informational meetings with the nine library staffs participating in this study, this was noticeable. In particular, these conservative country folks operating the rural libraries are interested as to what effect for either good or bad such a study will have on their individual programs. They asked such questions as: What will the impact be on our rural citizen? Why should our town participate and how can this study be of assistance to us at the next town meeting to gain more library funds? When those concerned, namely, the library people, were informed that they could participate in some small way by suggesting questions for the instrument which in their own minds were vitally necessary, most reluctance vanished.

With the majority of social policy research done, if it is to be valid, it must be carried out by either professionals or graduate students. It was the opinion of survey staff that since this was a human resources type of an approach, that the town folk in question should be utilized to survey their peers.

In so doing, the local library will receive spinoff. It will strengthen their non-existent public relations and their program services. The constituencies themselves will have a chance to ask questions from their local citizens, and finally, perhaps, by working together the development of interest and loyalty so vital to the continuance and success of a small town library will be strengthened.

That there has been and is a dramatic change taking place in rural New England is a foredrawn conclusion. The perimeters and directions of this change are not clear even to our government. In many ways, the rural exodus commencing with the industrial revolution has not yet stabilized but it appears that the counter-weight is turning.

Practically all New England towns have undergone a recent metamorphosis. They have seen their economic base, either fishing, lumbering, farming, etc., slowly erode and vanish. While reaction and attempts to meet the crisis have been relatively slow, the majority have put forth some effort, quite often successfully, to attract new industry. Northern New England is fortunate to be at the ever-expanding terminus of the East Coast industrial strip. The downward population trend, started shortly after the turn of the century, has in most cases been arrested, and ascendancy is now the rule. Once again, as in the 1930's the Federal program has noted the extreme problems created by the drastic rural change. While many of the efforts have been directed primarily at agricultural subsidization and economic upgrading, the President has recently appointed a commission to study rural poverty and submit a report as to the basic needs as discovered. The report now finished which deals with, in the main, rural poverty has been aptly named, "The People Left Behind". The President's National Advisory Commission on Rural Poverty [1] has made findings and recommendations so sweeping and comprehensive and exhaustive in character that its report is bound to figure in the formation of national policy for a generation.

Its disclosures on the nature of rural areas will not surprise or amaze those who have heard the reports of Secretary of Agriculture Orville Freeman, and others. The poverty of 14 million rural Americans is, as the Commission says, "a national disgrace". It is not the first to say that the urban riots of 1967 "had their roots in considerable part in rural poverty". The Commission rightly makes the point that "the more vocal and better organized urban poor gain most of the benefits of current anti-poverty programs". Taken together with the Department of Agriculture's recent study and reviews of the potential use of the countryside to ease the urban pressure and suburban sprawl, these reveal a concentrated effort by the Federal Government not seen since the depression years to solve the problems of rural America. The President's report noted that culture and education were the first victims of any disadvantaged rural town.

It was interesting to note that both the President's Commission and the recent study by the Department of Agriculture viewed as invaluable the local rural library and specifically pointed out supportive needs for the same.

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[1] The People Left Behind, September 1967, GPO 276-696, pp. 160. In three public hearings the Commission received oral testimony from 105 witnesses. These hearings were conducted at Tucson, Arizona on January 26, 27, 1967 at Memphis, Tennessee, on February 2 and 3, and at Washington, D. C. on February 15, 16, and 17. The Commission also heard testimony at Berea, Kentucky, on conditions in eastern Kentucky, and in Puerto Rico, and the Virgin Islands. In addition, the Commission has made arrangements with some of the best qualified students of rural poverty in the United States to prepare 45 technical papers on specific aspects of the problem.

The Advisory Commission on Intergovernmental Relations [1] also reported recently that "the intensity of the social, economic, and political problems in our large urban areas and the seemingly geometric rate at which they become more acute have so monopolized the attention and energies of our nation that we have been diverted from and even allowed ourseleves to become inured to the problems left behind in the small towns and rural communities."

Town Unit

The New England outlook is town oriented. Its very foundation and direction was predicated upon three basic Puritan principles. Namely, that the church, the school and the edifice for self government were the cooperative entities needed to support the population groups. The town came first and also last. First, in that it drew the surrounding farmers to worship, to learn and to rule. Last, in that the auxiliary services which needs follow any grouping of people came last. Unlike the Southern towns that grew around the county courthouse, or the Western towns reaching out from rail heads or grain elevators, economics was not the founding principle of the New England town. The town form of government is tightly circumscribed and presents a closely knit populace. This has tended towards individualism, and a distinct suspicion of interlocking or cooperative organizations. Even today one witnesses the hesitation and often violent reaction to area or consolidated schools tending to cut across sacrosanct town boundaries. The hesitancy to accept Federal aid and the prodding necessary to

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1. Advisory Commission on Intergovernmental Relations, Urban and Rural America: Policies for Future Growth, April 1968.

participate in compact movements is often the source of much discussion and violent reaction. This innate suspicion of encroachment has been important to the growth of the library and its limitations. That there is a New England library syndrome is apparent. Its exact identification will, we hope, be possible at the completion of this study. Cultural and ethnic influences indigenous to this area have an effect far greater than at first conceived. It appears to be investigators that such distinct characteristics relative to this particular area must have their counterparts in commonly accepted geographically delineated other areas of the United States. A national profile, it would appear, will only be possible after a study of the nation's identified regional and cultural areas.

The School Issue

Slowly and stubbornly the cooperative or area school is moving in to Northern New England. Its impact on the rural library is traumatic. Not only does this school provide a library far superior to the town's, but it also has the valuable assistance of a trained and professional librarian with what appears to be an unlimited budget and opportunities for continuous training. The impact of the school itself upon the budget is staggering. Current statistics show that on the average New England towns expend approximately 80% of their budget for the school system, leaving the balance to cover all municipal needs. Competitively then the library finds itself way down on the list when compared with other agencies. It not only competes with the school, that as before said provides a rather unfair comparison, it also must compete with the rising and increasing services demanded by a more sophisticated rural public. Already in one of the towns under study, we have been requested to include questions in our instrument leading to the identifications of ways in which the school and the town library may best cooperate.

Rural Identification

Where once the library was a central repository for reading material in the rural New England town, this sole fiduciary function has long gone. The introduction of the paperback that's now all pervasive in coverage, together with its availability in almost every type of outlet, even in the small town, has reduced and often bypassed the local library's holdings. When one views the minimal budget for basic additions to the library it is easily seen why interested readers in the rural towns participate so frequently in the multiplicity of book clubs available. The once vague feeling that expeditious choice of library selection is vital now becomes imperative. Add to this the diversified aims for the original founding of the local libraries reviewed. The high bound objectives, now obsolete, once the cherished ideals of the philanthropic founders, have, we are discovering all too often held back our rural libraries. Add to this the influx of small but highly technical companies requiring constant education for its work and administrative force and at once a conflict of direction results in the rural libraries. Rural America, basking in the agrarian dream of man against nature in the solitude grandeur of the field and forest, has, we are seeing, clearly created a myth which has resulted in serious obstacles to rural development. Often founded by one of these dreamers, supported by a public entranced by its past adoration, the rural library is as bewildered as the town fathers as to how to advance. The role of the rural library is no longer isolated, but is in the mainstream of American life by virtue of technology and communication now at its door, and must take stock of itself.

Northern New England Region

The analysis of the descriptive social and economic statistics for the Northern New England Region emphasizes the rural character of the northern states of Maine, Vermont, and New Hampshire. In terms of geographical relationship, physical size, total population, population density, degree of urbanization, concentration of employment, the adjacent states of the Northern New England Region are quite similar to each other. The problems facing many rural New Englanders are not unlike the problems confronting rural people with low incomes in other regions of the country.

The aggregate land area of Maine, Vermont, and New Hampshire is nearly four times that of the rest of New England but the 1966 population was less than one-fifth of New England's population, or a total population of 2.1 million persons in the three northern states. The 1966 population density in Northern New England ranges from 32 persons per square mile in Maine to 75 persons per square mile in New Hampshire. The farm population in 1960 for New Hampshire was 3.1 per cent (41.7 per cent rural); Maine, 5.0 per cent farm (48.7 per cent rural); and Vermont, 12.5 per cent farm. Population projections estimate that between 1966 and 1985, these northern states will increase by 524,000 persons, approximately 161,200 additional households. The predicted population increase represents a growth of approximately 25 per cent or 30 per cent in New Hampshire, 29 per cent in Vermont, and

21 per cent in Maine. The picture of population growth that emerges then is one of continued, though differential, rates of advance.

Turning to the second criteria of socio economic development, and perhaps, the most frequent used of measure of growth is income per capita. This indicator reflects increases in both total income and population growth. For the Northern New England Region, per capita income averaged $2,385, as compared with $2,979 for the six New England states, and $2,724 in the nation. In 1959, the percentage of farm families that had incomes under $3,000 were as follows: 42.1 per cent in Vermont, 40.4 per cent in Maine, and 27.9 per cent in New Hampshire. Available forecasts (from 1959 to 1980, expressed in constant 1954 dollars) indicate that while incomes should increase, these states will remain approximately 5 per cent respectively below the anticipated levels of the nation in 1980. The current rates (period of 1950 - 1966) of advance for per capita income (compared with the country) are: 102 per cent for the six New England states, 84 per cent in Maine, 95 per cent in New Hampshire, and 88 per cent in Vermont. Only New Hampshire exceeds the national average of 98 per cent growth rate in 1966.

The number of employed persons in Northern New England increased 23 per cent, 119,000 jobs, during the 1940- 1965 period; the state of Maine is the leading employer with 47 per cent of the jobs. Increased employment in the machinery and transportation equipment industries, electronics, defense industries, and shoe manufacturing has done much to compensate for the economic decline associated with the collapse of the textile industry in New England. Many low-income rural people in these states lack the necessary skills required by today's expanding industries. In Northern New England, there is problems of unemployment and underemployment in rural areas, while at the same time there is a shortage of skilled workers in the urban centers. The highest rates of regional unemployment are found among the uninformed rural residents; 7.7 per cent in 1960 in Maine.

In 25 years, since 1940, the employment in the service and finance sectors has grown faster than other industrial sectors in New Hampshire and Vermont; the number of persons employed in services in Northern New England has increased 97 per cent. While manufacturing jobs between 1940 and 1965 increased by 33 per cent in New Hampshire and 30 per cent in Vermont; whereas, agricultural employment has declined steadily in the region.

Regional Differences

In order to present a regional picture of the rural library in its contemporary status, its future, needs and implications, a look at one recognized area (Maine, Vermont, and New Hampshire) is vital. That there are individual difference is the people, their culture, their vocational and educational norms is accepted. Therefore, we can safely assume that the rationale of the rural library in the mind of the area citizen will in like measure be different. At a time when Federal funds are regionally allocated, this is important. At a time when library technology, compact arrangements, and technical services are being rapidly expanded, a base of contemporary attitudes and reflections is necessary.

Although the Northern New England has a population of 2.1 million persons, it has libraries in numbers that appear out of proportion to its size. There are no less than 600 libraries in Maine, Vermont, and New Hampshire.

In reviewing the progress made by both the land grant colleges and the state library systems, it is apparent that in order to meet the reading needs of this nation an inter-locking national library systems will shortly become a reality. Attendant upon this must follow specialization. The over-worked knowledge explosion statement can more aptly be termed a cataclysm. Retrieval and dissemination of vital but little used information is now recognized in New England. The publication rate has reached such proportions that even our national library cannot keep abreast. The sleepy town on the crossroads, with its new electronics plant, will eventually reach out to these areas and demand their resources. While the total cultural and vocational needs are rising across the land, be it urban, suburban or rural, the major source of formal education for research for information, is, and will continue to be, the town library. The rural library is now receiving these demands. In order to keep pace it must determine where it is. Thus the study will at least establish value as seen by its own users.

In this Northern New England study, we seek not dogmatic circuitude, but diagnostic direction. Not clairvoyance, but insight. Such a study will provide the librarian, be he town, local or regional, at one and the same time, short-run variables and long-run tendencies, and an insight to their intermingling. We support the spirit of Pikeville[1] that "it is hard to believe that were it (testimony before the President's National Advisory Commission on Libraries) broadcast widely enough, it would be considered so by either the majority of the people of the United States or the majority of their librarians."

Plan of the Report

In the following chapter, a review of literature of rural libraries relevant to the current study is presented in order to focus on key theoretical and practical issues concerning use of the small-town library. Of course, the next chapter does not claim that these are the only issues involved in an empirical investigation of rural libraries.

Chapter three contains a certain statement of research design and several methodology for the survey.

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[1] "The Spirit of Pikeville", Library Journal, December 15, 1967, pp. 4470.

Chapter four gives community portraits for each town in the study. Each report covers the historical and demographical background of the community, a description of the library services, and a review of the library administration. This chapter provides the reader with relevant data not obtained through personal interviews in the towns studied.

Chapter five presents descriptive statistics from the survey of respondents, and Chapters six to eleven present analytical statistics. Topics covered in these chapters are; characteristics of library user and non-user, library use, library experience and knowledge, reading behavior, ownership of books, attitudes and changes toward the library, and children's use of the library.

Chapter twelve describes the role and function of the small town librarian in Northern New England.

Chapter thirteen develops the findings of staff interviews with library trustees in nine towns.

Chapter fourteen records a ten-year record of library support by the people in one Northern New England town.

Chapter fifteen reviews the increasing costs of rural library services and looks at the directions in local library support.

Chapter sixteen presents the conclusions of the survey analysis and interview schedule results.

Chapter seventeen develops some of the trends and changes in rural library services, and makes specific recommendations for the improvement of town libraries.

The Appendix contains a detailed methodological note and copy of the research instrument.

CHAPTER 2

REVIEW OF THE RESEARCH LITERATURE*

Newly organized libraries, in rural as well as urban America, made a significant impact on inter-local governmental cooperation. In rural areas, cooperative library programs can provide services not otherwise available. For rural communities, it seems especially useful for overcoming difficulties caused by small and scattered population, inadequate financial resources, and areas that are not sharing trained personnel. However, the role of cooperative libraries, particularly rural ones, has been difficult to carry out. We are currently working in White River Junction, Vermont with five villages in the town, all having their own library. The community is working toward joint purchasing and cataloging, including professional library service.

At the beginning of the second half of the twentieth century, adult education through rural libraries was still a largely undeveloped service; only one-third of all rural areas had library service. The greater the rurality of an area, the more inadequate the library service. Library programs were also curtailed due to insufficient funds.[1] In spite of such an unpromising summary, there was evidence that libraries in general, and rural libraries in particular, were being expanded in role and elevated in status.[2]

As library activity increased, three types of libraries became identifiable in

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[1] Ruth Warneke, "Public Libraries", in Loomis er al, op, cit. pp. 172-96

[2] Robert D. Leigh, The Public Library in the United States (New York: Columbia University Press, 1950)

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* Contains a review of rural library cooperation, problems of adult library use in rural areas, recent studies in small libraries, and school and public libraries cooperation.

terms of their significant contributions to small-town and open-country rural America.

These are the county and regional libraries, state agency libraries, and village and city public libraries.[1] County or regional libraries have been organized to serve rural areas under the administration of a consolidated headquarter. These libraries typically have branches, deposits, and bookmobiles. Their structure of organization is consistent with urbanized social organization. In several respects their organization parallels that of consolidated schools, churches, and other services in rural America. State library agencies vary greatly, but they usually provide some book circulation, reference service, and extension activities. They serve as administrative units for federal contributions to local library programs. Village and city libraries provide numerous adult education programs, lectures, records, and movies, in addition to their book holdings.

While a considerable amount of literature existed exhorting local libraries to cooperate, there was a paucity of information on existing cooperative arrangements and on how they had worked out. One study[2] was designed as a pilot investigation to provide some basic information about existing library cooperativ arrangements in non-metropolitan areas in five states.

In these and other studies of regional, cooperative programs just describe it is increasingly certain that small communities have not been able to support large public library programs, that is, extensive, up - to- date reference collections. We have found some programs are now being sucessfully established to lift the limitations of isolation and finance in rural towns. As libraries work together in groups, a system of operation develops. Some systems are consolidated under a single administration; others develop a federation which permits a central library operation under the direction of a trained librarian to guarantee imaginative and effective leadership. The services provided by the federation may include centralized ordering, processing, and cataloging; a uniform library check-out procedure for area residents; a group purchase of books, supplies, equipment, and services; in-service training and expert advice for trustees and the library staff; and special programs and certain non-book services. A consortium of local libraries allows each village library to continue to serve its own clientele and to participate, if it wishes, in the benefits of improved services.

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[1] Helen Ridgway, County and Regional Libraries (Chicago: American Library Association, 1949).

[2] John E. Stoner, "Interlocal Governmental Cooperation: A Study of Five State Agricultural Economic Report No. 118, Economic Research Service, U. S. Department of Agriculture, July, 1967.

The Problem of Adult Library Use in Rural Areas

There were more than 700,000 adults in rural America in 1960 who had never enrolled in school. About 3.1 million had less than 5 years of schooling and are classified as functional illiterates. More than 19 million had not completed high school.[1] Rural adults are the product of an educational system which includes public libraries, schools, and colleges, that have historically short-changed rural people. We know that this taste for learning acquired in public schools can carry over to adult life. There is a demonstrated need for information, knowledge and understanding of the way life is. To what extent have other agencies contributed to the desire to learn? Specifically, what has been the experience of the adult with a rural education in regard to public libraries, and how has this experience effected their desire to further education by formal and informal means? By bridging formal and informal education and by preserving our literary heritage, libraries should play a vital role in rural life. Library functions and uses varied over the years, as have social characteristics and needs of the people served. Modern library service should respond to today's changes and this is a potential for the library to be a viable community institution serving not only children and aged citizens, but young adults and parents in their information needs. Imaginative analysis of roles of communication systems and information sources help assess current usefulness and establish future goals and priorities of libraries.

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[1] Tauber, Marice. Chairman, Committee on Reports of Association of American Library Schools

The 1960 Census data as already described has established the increasing educational level of the adult rural citizen, although still less in urban areas. This gap in learning appears to reflect a rather deeply held attitude from early times that book learning and study is impractical. Nelson,[2] a behavioral scientist, attributes this educational dilemma to the failure of rural parents two generations back to encourage their children to attend school or to provide

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2 Lowry, Nelson. Rural Sociology, New York: American Book, 1955, pg. 411.

educational facilities, including libraries. In rural areas, formal education is most often organized in terms of specific school age levels, and there is a widespread look of ABE and other kinds of programs for adults.

It would be unthinkable for a mature farm operator, lumber worker or homemaker to enter elementary school or even high school in the evening as a regular student. It is significant that the informal educational system is of major interest, such as land-grant colleges, the agricultural extension services, adult education programs recently inaugurated by the public schools, and public libraries.

The educational system faces a monumental task in meeting the continuing educational needs of adults who have had the prescribed dose of formal schooling.[1] Efforts must be made, however, to atone for years of neglect which resulted in a piling up of adults in rural America without enough basic education to learn a skill or comprehend new technology. These people must be provided more general education, technical training, and informal education to help them cope with specific problems and their community information needs. We believe there is a lack of knowledge on how to deal with some of the unique problems facing rural towns and villages. The well-being of the people in the rural areas depends largely upon how well the local leadership groups comprehend the changes required to improve the operation and services of the library. Even with new

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[1] President's National Advisory Commission on Rural Poverty, The People left Behind (GPO 276-696, 1967) pg. 53.

Federal Legislation, the rural areas will not be affected greatly; the declining communities are faced with a shrinking tax base and a loss of leadership resulting from out-migration to the urban centers. The isolated community must exert tremendous efforts to maintain the quality of services in the public section, that is, the local library service. In many instances, such communities must join with others (regional cooperation) in order to remain a viable institution. Notwithstanding, our experience and research support in the New England region community who continue and combine neighborhood library services, and not, in effect, destroying the library structure (facilities) in the village. In addition, some communities have coupled with a high school program for effective operation, but we believe services frequently suffer since adults may not be using it. The facility has many hopes depending on the community-school relationships and library operations.

Rural libraries could be regarded as agencies which have extensive educational value as well as entertainment and social service functions. Ordinarily, a public library is maintained by some unit of local government, and is, for example, subject to the town meeting and public debate. Kolb and Brunner,[1] having reviewed library service, feel the number of rural libraries is inadequate for the people.

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[1] Kolb, John H. and Brunner, Edmund deS., A Study of Rural Society, Houghton Mifflin, 1952., pg. 348.

Unlike the agricultural extension service or veteran's training programs, a library is essentially a local social system. As such, its growth and development has not been stimulated by some larger agency which has a vested interest in it and which offers financial support and program consultation for the promotion of library services; this kind of assistance is now forthcoming under new Federal legislation. Local control probably explains the great variation from state to state and from county to county in the provision of library services. In Oregon, Illinois, and Louisiana, there are state libraries which have extended their adult reading programs to any individuals interested.

After a comprehensive survey of public libraries, Warneke[1] concluded that the potential of adult education through libraries in rural areas is largely underdeveloped. In 1951 two-thirds of American rural areas had no library services and those which existed, generally lacked the financial support (proper community image) necessary to provide adequate libraries, facilities and programs, it was noted. Sociologically, a local rural library, a social system, usually has a small staff headed by a chief librarian, and a board of directors which sets the policy, reports to town meetings, helps through the year to gain public support and understanding for the library from various community folk, and acts as an intermediary between the library and the source of public funds.

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[1] Warneke, Ruth, "Public Relations", in Loomis, C. P. and Beegle, J. A., Rural Sociology, Prentice-Hall, 1947, pg. 188.

Social interaction and formal relationships between the library and individual citizens are usually on an individual citizen's face-to-face basis, although services may be provided to groups and clubs in some cases.

While the research has been limited regarding the problems and solutions regarding the impact of the rural library, the need for such studies has long been recognized. The 1956 guide published as a result of the Public Library Inquiry urged the exploration of adult Library Service in rural areas.

When one reviews the educational and intellectual sources available for child and adult education in the rural areas we find only two; the local school system and the library. The former, by virtue of state tax support and through the enforcement by State Boards of Education has, relatively speaking, kept pace with its urban counterparts. The latter, at the mercy of the local budget committee and lacking the assistance and/or state legal support has all too often fallen desperately behind. The paucity of materials and assistance has a debilitating effect in the rural town, especially for adults or continuing education. Unlike the urban area where the individual seeking self-improvement can turn to the community educational services, the night school or well-staffed and stocked library, the rural citizen has, only, an all too often inadequate library staffed by a conscientious, but untrained housewife.

Berelson[1] in a 1930 survey concluded that the amount of library use can be directly related to the size of the town's population. That the smaller the town the greater the use of its facilities. This, despite the all too often inadequacy of the library, reflects on the single source available.

McNeal[2] studied the relationships of rural reading interests to the availability of material in rural Tennessee, noting the increase in the use of in proportion to the expansion of materials.

While most rural states have required the schools to provide sufficient library resources to their pupils, thus removing some of the burden from the local library, the need for continuing educators is rapidly expanding. A joint study sponsored by the State Library Agency and the State Agricultural Extension Service under the direction of Charles Loomis[3] concluded that "the potential for education of adults through Libraries serving rural areas is largely undeveloped".

Too little is known as to why or why not more and effective use is not made of our rural libraries. While guidelines, models and consultation are available to the local librarian as to what should be available in the library, very little has been done to determine what factors, forces, or reasons determine use. Maurice Tauber [1] writing in Library Trends for October 1957, said: "The most successful research in backgrounds in librarianship has recognized the importance of social, cultural, and other influences upon the library... The quality and effectiveness of service to individuals is largely undetermined; research on methods of expanding and extending service is necessary."

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[1] Berelson, Bernard, R., The Library Public, Columbia University, 1949, pg. 174.

[2] McNeal, Archie L., Rural Reading Interests: Needs Related to Availability. Doctor's thesis. University of Chicago, 1952.

[3] Loomis, Charles P., and Others. Rural Social Systems and Adult Education. Michigan State College 1953, pg. 392.

A Rural Minnesota Library System [2] study was completed by the Agricultural Experiment Station of the University of Minnesota under the direction of Professor Marvin J. Taves. This study was conducted at the request of the Minnesota East Central Regional Library with the help of the Minnesota State Department of Education in 1963.

The East Central Regional Library was established in January of 1959 and its purpose was to serve three rural Minnesota counties via: (1) A Central Library, (2) Branch Libraries, and (3) Bookmobiles. The requested study was for the specific purpose of determining how the ECRL could more effectively serve its publics.

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[1] Tauber, Maurice, Chairman, Committee on Reports of Association of American Library Schools

[2] Public Knowledge and Attitudes regarding A Rural Library Minnesota Library System, Station Bulletin 463, Agricultural Experiment Station, University of Minnesota, 1963. We have been working closely with Dr. Taves recently in regard to an evaluation of HEW/SRS/AA- R&D project of older citizens as library aides in Northern Vermont.

Throughout the study, the major objective was to determine reader interests and demands. Little or no attempt was given to the reasons either ethnic, sociological or economical for such habits. While the sub-title reflected a search for attitudinal data, this was extremely limited in the final analysis.

One notes a lack of demographic or ecological data, perhaps the stability of the rural population as to occupation, and other variables such as SES characteristics, and mobility data as related to library use, are responsible for this.

It would appear that the geographical area under study has a stable population with little industrial growth, unlike our rural New England areas bordering the megalopolis. Also, when we note that the Library Cooperative had been in operation less than two years, it is understandable that a very high percentage of the interviewees felt unqualified to answer the questions. This is not to be considered as criticism when one keeps in mind the purpose of the survey, to identify needs, relative to making changes, etc., in a newly launched program. In the opening objectives, Dr. Taves gives great importance to the evaluation of use and the stimulization of the same.

Because ECRL offerings were new and limited, no consideration was given in the instrument of sampling the school age population. Indeed, the cutoff was at age 18. This seems quite inconsistent for a rural area where school children are necessarily bussed and have little time to use the school library.

Coupled with a great deal of information requested on bookmobile use, the section on the Librarian as reflected in the mind of the user is excellent.

Since ERCL is supported on a sliding mill scale, this study had great value when presented to the county budget officers. Also, since this is a tri-county operation, there is little real local control. Therefore, the political interest is somewhat lacking and whereas the study is cognizant of public opinion on the mill basis, it is hard to determine political preference.

Much more data could have been obtained and collated relative to geographical spread. It would be very interesting to determine to a greater degree "open space vs. town use".

Much of the emphasis to sex use contributes to the image of library use. All of which has been proved, however, reputably in other, earlier studies, and bare out existing findings.

Of special interest to the proposal is another study, the "Nebraska Library-Community Project for Scottsbluff Library" by Richard Videbeck.[1] This study is a continuation of a study conducted in Hastings, Nebraska, under a grant from the American Library Association, but the Scottsbluff study was not supported by ALA funds.

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[1] Videbeck, Richard, "Scottsbluff Library-Committee Survey A Study of Community Concerns, Social Participation, and Library Use", Nebraska Public Library Commission in cooperation with the Scottsbluff Public Library Board and the Scottsbluff Community Study Committee, (Mimeographed), 1960.

While the Hastings study was concerned with factors affecting the use of public library services, the Scottsbluff study placed greater emphasis on social participation patterns as related to library programs. The Scottsbluff study is basically a community with periferal library, survey-use data. There is, however, an excellent picture of some of the community's information needs.

Previous studies have indicated that only a relatively small proportion of the population of any community uses its library and this was also found to be true in Scottsbluff. However, the purpose of the study was "to gather information as a basis for making decisions about what sorts of things the library should be doing". The survey dealt with the following kinds of questions: What problems are people likely to be concerned about? What are the characteristic ways and ideas from within Scottsbluff? What factors are related to this flow? And finally, what is the library's niche in the scheme of things?

Two hundred and twenty-five Scottsbluff housewives were interviewed by the librarian and twenty-four volunteers. The sample was not randomly chosen but the sample represented various degrees of library use which was highly selective.

The findings of this section (supported by some tables) are basically these:

1. Personal characteristics - the user "tends to be a younger person, with much schooling, a first born child, and her husband has a high status, professional or business occupation". The non-user tends to come from a rural or farm area.

2. Social participation - library patrons, "read more, vote more frequently, and participate in audience and organization to a greater extent" than non-users.

3. Types of books- the non-library user tends to read more fiction than the library user, while the users seem to be more interested in both educational and historical materials.

4. Newspaper reading - "Library users are almost unique in that they tend to read both the local as well as an out-of-town paper". It is interesting to note, the newspaper category also replaced the periodical category on the premise that the two would be almost identical.

5. Community concern - there was little difference in this area. "Evidently there are both personal as well as social reasons why patrons use the library."

We support "the purpose of any Library-Community Study is to provide the information upon which library programs can be based." It is now up to the Scottsbluff Library to use this information in formulating its new programs to "enhance the educational and inspirational functions of the library". Our current research work supports the need for some of the data collected in terms of community needs and we hope in further work to include a wider range of the participation activity and the sources of information available. We expect to share our current research findings with the author and others who have conducted similar community studies on adult participation.

In one other study, the Maine State Library in Augusta, Maine, recently completed "A Survey of Lithgow Library". This report was prepared by Ruth A. Hazelton, State Librarian, and Miss Virginia Hill, Deputy State Librarian, assisted in the public opinion poll and public relations chapters by Roger C. Williams, Creative Associates President, and Harvey C. Elliot, Creative Associates senior account executive. The report includes organization of the library, library materials: their selection and organization, services, financial support, physical facilities, public opinion poll, public relations and publicity, and recommendations for improvement.

As part of this study, the Northeast Market Research of Gorham, Maine, conducted the "structured" interviews in this phase of the study of Lithgow Library. Northeast interviewers talked with a total of 357 Augusta residents (2% sample). The report contained approximately 40 pages. They were interviewing users and non-users of the Lithgow Library, (Augusta, Maine).

In the "unstructured" interview,comments were made by 33 people who were interviewed informally about Lithgow Library and its services. This report tells only what was said. This report contained 77 pages of descriptive data.

The purpose of this study was to evaluate the library resources available in the State of Vermont and to suggest procedures capable of providing more systematic and effective coordination of, and access to, the substantial book collection located in over 300 libraries throughout the state.

The scope of this study has been limited to an analysis and evaluation of the administrative and functional procedures currently employed in the present system of interlibrary loan and related functions for readers using conventional printed books, and in the present talking book library.

Public Libraries and Schools in Rural Communities

One of the central concerns of the study will be the examination in the sample towns of the relationship between public library services and local school library programs. We are now conducting a pilot adolescent high school survey.

Recent studies [1] by NEA Research Division support the fact that school systems most often take advantage of services from a public library at the elementary level. Slightly over twenty-five percent of the twelve thousand school systems studied use public library services in their elementary programs, and nearly one-fifth of the systems have such practices in their senior high schools. When large systems of 25,000 enrollment (urban schools) were compared with small studies of less that 3,000 pupils enrolled (rural schools) there is impressive evidence that the rural schools use public library services consistently less than their urban counterparts. The data continues to support the extensive use of mobile library services at all levels in the smaller school systems. However, of thossystems reporting no services, some twenty-nine percent of the junior high schools in rural areas reported no library service, whereas, only ten percent in the urban schools. In the high schools studied, over sixteen percent of the rural area schools did not have library services, while all of the 150 urban schools had this service. Similar patterns can be established for centralized or system-wide library service, trained and paid library personnel, non-book materials and related library services that rural school systems lack close coordination with public library resources. Joint cataloging, inservice training, cooperative programs and other coordinations should be encouraged, particularly where regional library programs are established.

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[1] NEA Research Bulletin, Volume 45, No. 4, December 1967, pp. 107–8.

For the proposed study we expect to focus on these variables:

1. School Library Usage
2. Public Library Usage
3. Books, Magazines Interest
4. Attitudes toward the Library
5. Improved Services

For the purposes of the survey, students in the schools in the twelve sample towns will be issued a questionnaire; a preliminary draft will be attached in the proposal. We believe the most relevant findings will be at the high school level, particularly in the senior year. A sample instrument will be developed in the first phase of the project, and a draft is attached.

A selected survey of the twelve sample towns in the four regional areas should provide varied examples of rural public school - public library cooperation.

Town and county public libraries have had a long history of providing essential library services to rural schools.[1] In the past, this has been in some cases the only library service the schools have enjoyed; conversely, in other communities, the only professionally trained individual in library science studies at the graduate level is the high school librarian. We have observed and found that many rural schools today depend on their community and regional library systems for much of their needs. In recent years, as more and more of the schools have central libraries, the growth of regional school programs, and with increased Federal funding, that is, Title II of ESEA[1], the type of service rendered by the small, rural public library has undergone a change of role and function in relation to the public schools.

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[1] Department of Rural Education, National Education Association, Committee of the American Association of School Librarians, The Library in Rural Schools.

The current study will examine this changing relationship of schools and public libraries in rural areas, including a survey sample of adolescent library usage in the selected towns.

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[1] Title II, ESEA, First Annual Report, U. S. Office of Education, OE - 20108, 1967.

CHAPTER 3

NATURE, SCOPE AND METHOD

Priorities and Requirements

There were five requirements which had to be met before the research design could be established. The first of these was time. Because the project was supported for one year by the Office of Education, it was necessary to limit the investigation so that it could be both begun and completed within the twelve month period. This immediately excluded from consideration any longtitudinal or panel studies.

A second consideration was financial in nature. At the time the study was initiated, the full perspectives of cost were not available. The communities to be studied were not selected; the research instruments had to be designed; and the data analysis was to be planned. These and other tasks remained when the project was funded. The importance of research problems suggested that every effort be made toward a conclusive survey of the image of the local library in the minds of the New England citizens.

A third requirement that had to be met was the need to provide local participation in the study; interviewers for the project were friends of the library. These individuals had to be trained in the proper techniques of data collection. Prior to the actual start of interviewing, it is worthwhile to note that New Englanders, by nature, are both self-sufficient and individualistic. Coupled with this is an innate suspicion of government studies. Why should our town participate; why should we help do the study; and how can such a study be of assistance to our library?

A fourth consideration was a series of data collection problems particular to the Northern New England Region.

Weather: The snow period in Northern New England can usually be expected after Thanksgiving. In 1967, one of the earliest snowstorms on record arrived on the 15th of November. Ice and snow, particularly on the secondary roads, presented hazardous and difficult travel conditions for our non-professional interviewers. Coupled with this was the rural bus schedules where the children of the interviewers arrived home shortly after 3:00 P. M. If conditions warranted, schools very often dismissed their pupils at noon, forcing the mothers to remain at home. This very definitely affected the study's timetable.

Transportation: Transportation from Manchester to the sample towns was almost entirely by automobile. Practically all passenger train service had been eliminated north of Boston. Air transportation did not service very many of the sample areas, and even if it did, it could not be considered dependable due to the winter weather conditions.

The road system in Northern New England was excellent in a North-South direction, but was almost non-existant in an East-West direction making travel from town to town by automobile difficult and time consuming. The average distance (round-trip) to the towns in each of three states from the Educational Research and Services Corporation offices is as follows:

Average - Maine	570 miles
Average - Vermont	250 miles
Average - New Hampshire	160 miles

The project required four and five trips to the communities in the study.

Geographical Distribution of the Sample Towns: Towns selected ranged from the Eastern most land area in the United States to the shores of Lake Champlain, from Northern Maine on the Canadian border to Southern New Hampshire. It would have been much easier to group the nine towns closer together; however, to insure an adequate representation of the types of towns available, this geographic distribution was necessary. While the survey benefited from an ideal sample of communities, the costs of this design were not considered in the original plan.

Outside Influences: Winter in New England is the prime time for meetings and projects of Fraternal and Civic Organizations. While this tradition is looked upon in other sections of the country as social meetings, this is not altogether true in New England. Most of the organizations such as the Grange, Order of the Eastern Star, or the Knights of Pythius, carry on community projects at this time of the year. In addition to these activities, the Church groups become extremely active at this time of year. The Women's Guilds and the Fellowships, all with service projects, hold afternoon meetings to work on their projects.

In New Hampshire, which holds the nation's earliest Presidential Preference Primary, forces were already developing organizations and strategy with local volunteer personnel. This greatly drained the available manpower for interviewing and sample selection.

Commuting Employment: A great many of New England's towns have become only areas of domicile creating a new commuting labor force. There is also a low economic base present encouraging a high percentage of working wives. With these two factors coupled, Educational Research and Services Corporation's staff anticipated a great many multiple attempt interviews. This became extremely time consuming and adequate allowances had to be made in the time tables.

Holiday Period: The commencement of the interviewing phase of the study, unfortunately, coincided with the advent of the holiday season. It is unnecessary to enumerate the activities involved during this time; however, to compound the problems a strong New England tradition was also evident. The holidays are days of family gathering, bringing the progeny home to celebrate with the parents.

Typical Yankee Reticence: The Yankee reputation for being close-mouthed and extremely reluctant to divulge personal information is well-known. While this did present somewhat of an obstacle for information gathering, the use of local staff did compensate considerably in many areas.

A fifth consideration that had to be made was the use to which the findings of the study might be put by the townspeople of the communities studied.

The results of the survey should be published and made available directly to all librarians of the three states studied; a technical and popular report will be distributed on a nationwide basis, funds permitting. It is hoped that the report will become the basis for an inter-state library meeting, to discuss the methodology for integrating services for the rural citizen.

The survey should contribute much at the local level. It will serve as a guide for the correction of those attitudes and practices (services) held by the local citizen detrimental to a successful local program. It does uncover reasons for the lack of financial support and generally does present to the Library Committee a blueprint for developing supportive attitudes in their citizens.

We believe the research findings should provide an expertise beyond the capacity of a library's staff in terms of leadership roles in new library developments, new programs, new ways of doing things with Federal Legislation. Behavioral research surveys of libraries were begun at the Graduate Library School of the University of Chicago over three decades ago: There is a need today to present more analytical and qualified data than statistical tables and annual digests about a given set of sample communities. We insist that our present research results be more than a series of problems, and a list of weaknesses, but rather that any findings be a comprehensive statement of clean-cut recommendations which will have a multi-level impact politically, sociologically, economically, educationally, and in terms of library science objectives. Educational Research and Services Corporation feels that a successful study involves more than a technical memorandum; it must include a popular report with transferability for the users, elected officials, library trustees, and the librarians. We believe that the survey will initiate and develop a variety of outputs and research products which can be implemented long after the study results are known and will move the communities with their libraries toward common service and performance goals.

In the past the local rural librarian has been a housewife who usually contributes three or four hours a week to the library. She often has an inadequate book collection as reflected by a minimal budget. Such a report does provide the data for improving and expanding services. The report reproduced in the annual "Town Report" would point out to the citizenry the present shortcomings, together with certain recommendations concluded from the sampling. Thus, the report can be useful in securing direct financial support.

This is an opportune time to make such a survey and publish its results. More and more of the rural towns are joining consolidated school districts. The districts consistently incorporate an excellent school library. This, in turn, has all too often led to an opinion that no other library services are needed, despite the obvious fact that the children are but one portion of the total population.

The findings are desperately needed by all rural towns in Northern New England as a lever to update and expand their library offerings.

In the present Northern New England Study for the Office of Education, the staff has sent quarterly reports to all of the libraries in the study and has senting a six-month report to all of the state librarians in the nation. These reports contain a copy of the research procedures, community and library descriptions and survey instruments.

We have also been in contact with other Federal divisions in the Office of Education, including the regional offices. We have met with officials in the Department of Agriculture, Office of Aging (HEW), and Office of Economic Opportunity about related and supportive programs for the library.

It is our present intention to disseminate to every state and to as many local libraries as possible, copies of our research findings and recommendations. This has been the research procedure for Northern New England Study.

We intend to produce a popular report of the findings. We sent copies of a Six-month Summary Report and copies of the survey research instruments to all of the State Librarians, other agencies, and national organizations who have any interest in the study of the small, rural, public library. When we write our popular report for our current study for the Northern New England States, we plan to be in consultation with the State Librarians and staff of Maine, Vermont, and New Hampshire, OE/Regional Library Officials, selected local librarians, trustees, ERS Study Consultants, other State Librarians, and various Federal personnel involved with library programs in order to develop a report to meet the various needs and strategies for improvement.

Key Research Issues

The research topic was "The Image of the Public Library in the Mind of the Rural Citizen" or a study of the roles and functions of public libraries in

Northern New England. The research objectives, naturally, grown out of observed needs, frequently may be undefined or vague. Needs may be determined from "felt needs" expressed by individuals closely allied with the project to be undertaken, by so-called discrepancies when a comparison of areas to be studied are reviewed, or from inference noted by users of the services under study.

The basic need for a concise statement of objectives insures that: (1) that the methods to be used will be such that the real needs or problems will be revealed and (2) that the selected instruments (samplings) will have a direct relationship to the problem, and (3) that the results will be disseminated in both a popular and technical report.

Basically, this survey research seeks to identify those motivational factors necessary for adequate rural library use and support by regions. Data sought should be capable of revealing a personal preference in regards to local reasons for such support or denial. It can be assumed there will be a multiplicity of individual reasons tending towards a community trend reflected in past actions. The study was a survey of users, non-users, librarians, library trustees and school librarians. The survey went through several stages of development. First, the deciding of the specific aims of the study and the hypothesis to be investigated. Second, the reviewing of the relevant literature and discussions with officials and interested state and local librarians. Third, the designing of the research strategy and making the hypothesis specific to rural library situations was accomplished.

Fourth, the adapting of the necessary research methods and techniques was essential to the study. Fifth, the sampling process was designed and established. Sixth, the collecting of the data and other procedures were established. Seventh, the processing and tabulating of the responses of the library users, non-users, librarians and trustees, came next in the work. Eighth, the statistical work of building tables and the presentation of qualitative data. Ninth, the assembling of results and findings. Tenth and final step, the writing of the final report, and drawing conclusions and recommendations.

The key questions[1] in the survey design were:

> What is the frequency of use?
>
> What has been the working relationship between the user and the rural library?
>
> Is the collection adequate and selective for the reflected population?
>
> Has financial support been sufficient or not, and is this the mandate of the majority?
>
> Has or should the local rural library make a real contribution to the life of the town?
>
> What can or should be done to make the local library a real contribution to the educational and cultural development of the town?
>
> To synthesize and draw a recognizable pattern of personal opinion in regards to the local library together with the attendant ramifications that have been forthcoming.

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1. The survey instruments contained in the appendix in this final report reflects more specifically the study objectives for librarians, library users and non-users and trustees in rural communities.

The Sample and Collection of Data

The data of this study were collected mainly through personal interviews in the winter and spring of 1968 in a Northern New England field study involving 749 representative respondents from nine small towns in three states.[1]

The communities were selected on a judgment basis by the researchers in consultation in the State libraries in their respective states; therefore, the data are not based on a probability sample of any population. The communities selected were considered to be representative in terms of their small library status, particularly geographically and demographically.

The small towns studied ranged from two thousand to six thousand in population in the states of Maine, Vermont, and New Hampshire. The table given below characterizes the survey sample for the nine communities.

TABLE 3.1

LIBRARY USER AND NON-USER INTERVIEWS BY COMMUNITY, POPULATION AND SIZE

Community	Population	Library Users	Non-Users	Total
State A				
Valley Town	2,576	55	33	88
Stony Creek	3,355	51	47	98
Three Rivers	3,514	30	27	57
State B				
Intervale	470	17	38	55
Five Corners	6,355	56	44	100
Factoryville	4,468	46	36	82
State C				
Hill Side	3,951	49	51	100
Farm Town	4,000	43	47	90
Easton	2,537	49	30	79
Total		396	353	749

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[1] Further details about the sample design and the technical aspects of the study will be found in the Appendix.

Two separate samples were drawn randomly in each of the nine communities so that phenomena affecting both library users or registrants and non-users or non-registrants of the library might be considered. The survey data was obtained by households' interviews; the number of households per town ranged from 55 to 100 and the mean was 83.2 interviews. First, library user names were obtained from a list prepared by the town librarian; the listing reported all adult "active" registrants or users of the library in the previous year. A simple random sample of at least fifty names was drawn for interviews, replacements were drawn as need in each town. Secondly, the non-user sample was obtained from the 1967 Town Meeting list of eligible voters; this listing was verified by the town clerk for its corrections. A simple random sample was drawn of at least fifty individuals; when a library user's name was enumerated in the selection, a replacement was selected since that individual's was already included in the first sample group.

Four interview schedules were used in the study. The first was used to obtain information from the 749 households in the survey of library users and non-users, and pertained to household composition, level of living, age, education, library knowledge and participation, and other relevant information regarding library use. The second questionnaire was administered to each library trustee in the nine towns. There were 73 respondents who met the criteria. The purpose of this interview instrument was to obtain information concerning community support, trustee participation, and library problems. The third interview schedule data were collected from the librarians in the communities studied. This information was collected in-depth and included librarian background, work experiences, current issues, and attitudes. A fourth research instrument was self-administered on a pilot basis in one community to high school students and inquired about their library use and attitudes; these data will be reported separately and have not been included in this report. Data in the survey questionnaire were collected by friends of the library who were trained by the study staff. Library trustee and librarian interviews were conducted by the research staff themselves. The next table reports the number of librarian and trustee interviews by community.

TABLE 3.2

LIBRARIAN AND TRUSTEE INTERVIEWS BY COMMUNITY

Community	Librarians	Trustees
State A		
Valley Town	1	6
Stony Creek	1	8
Three Rivers	1	2
State B		
Intervale	2	8
Five Corners	5	29
Factoryville	1	5
State C		
Hill Side	1	6
Farm Town	1	3
Easton	1	6
Total	14	73

Operational Definitions of Variables

The survey design required the measurement of the level of library use of each respondent, the dependent variable, his occupational status, social class, level of education, age, sex, and length of residence. Social class and education of respondents were utilized as intervening variables to elaborate the relationships between library behavior and use and income and occupational status. More specifically, they were utilized in order that the dependent variables could be analyzed in terms of the conditions (contingent conditions) under which they may contribute to high library use. The independent variables have been defined in the Appendix.

The dependent variable used in this study was "library use". Early in the survey this specific question was raised, "How many times during the year does a particular individual have to use the library to be considered a library user?" The answer to this question was: no specific amount of times, but merely a generalized association with the library. Insofar as a particular person may use the library for perhaps more than one visit a year, the library user operationally defined for study is someone who has a "card" on file with the library. No rigid qualifications were laid down to quantitatively distinguish a frequent user or an infrequent user, except that a post-facto examination of a user borrowing record should give some comparative data, e.g., high usage or low usage. It was explained that a list of library users, in other words, people who at one time or another used the facilities of the library in the previous year should be drawn up from the files.

The list of non-users was drawn from the Town Clerk's list of registered voters for the town. A random sample of both lists, both the user list and the list of registered voters drawn, and the lists would then be compared. Any duplication of names would thus eliminate the chosen name from the list of registered voters and another name would be chosen from the list of registered voters, thus assuring us of a completely stratified random sample of two different groups.

Some Methodological Considerations

The value of this study to produce empirical evidence appropriate to users of the library, librarian and trustees depends on how wisely and insightfully the study has been designed. There can be no doubt that this study departs from the survey research model that one would employ were there no human concerns. The study employed friends of the library to conduct the survey interviews, and several qualitative methods were developed to obtain information about the library processes. There are a few assumtions on which the survey is based. First, it is assumed that the sample is a reasonably accurate representation of the rural population in Northern New England. The communities selected were a consideration of several factors and appear to be "typical" of the region.

Second, it is assumed that the interviewers, friends of the library and research staff, recorded properly all responses. Since the interviews were anonymous, there were no reasons for the interviewers to do otherwise.

Third, we assume that the respondents, town residents, trustees and librarians, told the truth, unless they have some reason not to. The difficulty is being certain that there is no reason for deception, and this can never be completely excluded as a possibility. The arrangement of the questionnaire, the wording of questionnaire, the wording of questions, the manner of the interview, the nature of the information, alternate sources for data- all can affect the responses of those being interviewed. In this particular study, over ninety interviewers were trained in the nine towns; their results were checked. The questionnaires were pre-tested and designed to produce effective responses. Several data sources were available; the same information was collected from the different sample groups, e.g., trustee and library users knew about the services of the town library.

Fourth, it is assumed that use of multiple measures combining responses to several questions both substantially reduces the effect of misunderstanding or inadvertently giving of a wrong answer, and reports reasonably an attitude, such as knowledge or service of the library.

Fifth, it is assumed that the behavioral questions used in the interviews reflect with some kind of accuracy the values of the respondents.

It is quite possible that an individual interviewed as a library user goes to the public library frequently and checks out books regularly for a friend or just to visit the librarian, but not likely. It is believed that reading behavior is directly related to library use and other relevant experiences, namely people who obtain books read them.

CHAPTER 4

Community Portrait - One

VALLEY TOWN

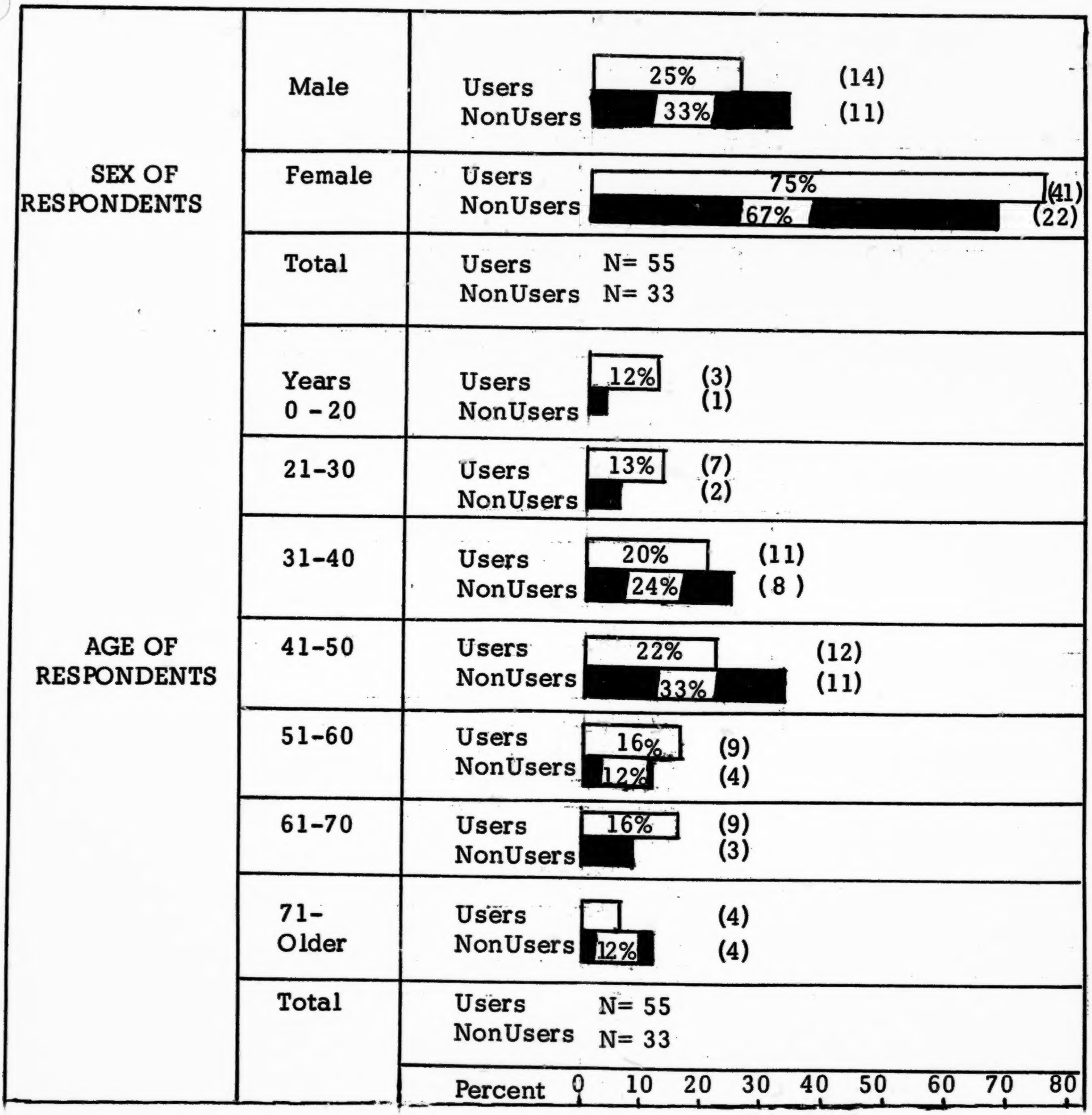
Valley Town was founded in the early 1700's as a colonial grant. Its early inhabitants came from lower New Hampshire settlements and a neighboring colony.

Valley Town is located in the Northwest part of the state and like so many of our New England towns, lies along a river bank. Its land nearest the river was and is extremely fertile. The town itself rests on a terrace. Its expansion, however, is effectively blocked on three sides by rising hills. The town once reflected excellent stands of white pine. Its farming land, approximately 30% of the total holdings, is well watered and once supported many successful farms.

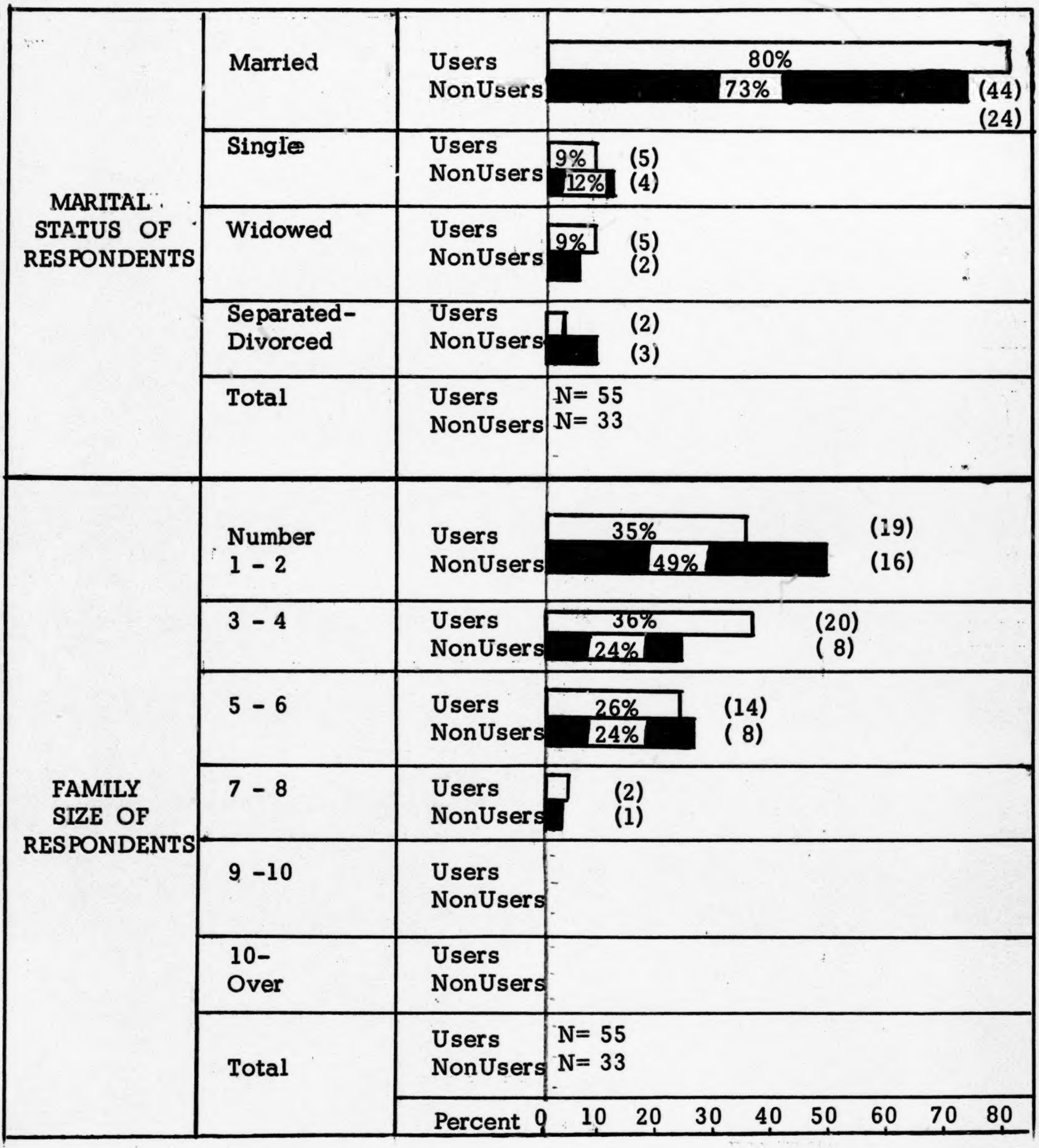
Like most early manufacturing centers, Valley Town took advantage of swift streams emptying into the large river that bounds it. Unlike many of our New England towns, it soon turned to the use of steam. There is still some lumbering done in the town. Currently, some seven small industries are located in the town. The largest employs 130. Therefore, the major source of employment is outside of the town. Thus, another New England town finds as its major tax base local real estate properties.

Valley Town reflects a strong "Yankee" background. Somewhat isolated and despite its original industrial development, it reveals little naturalistic division.

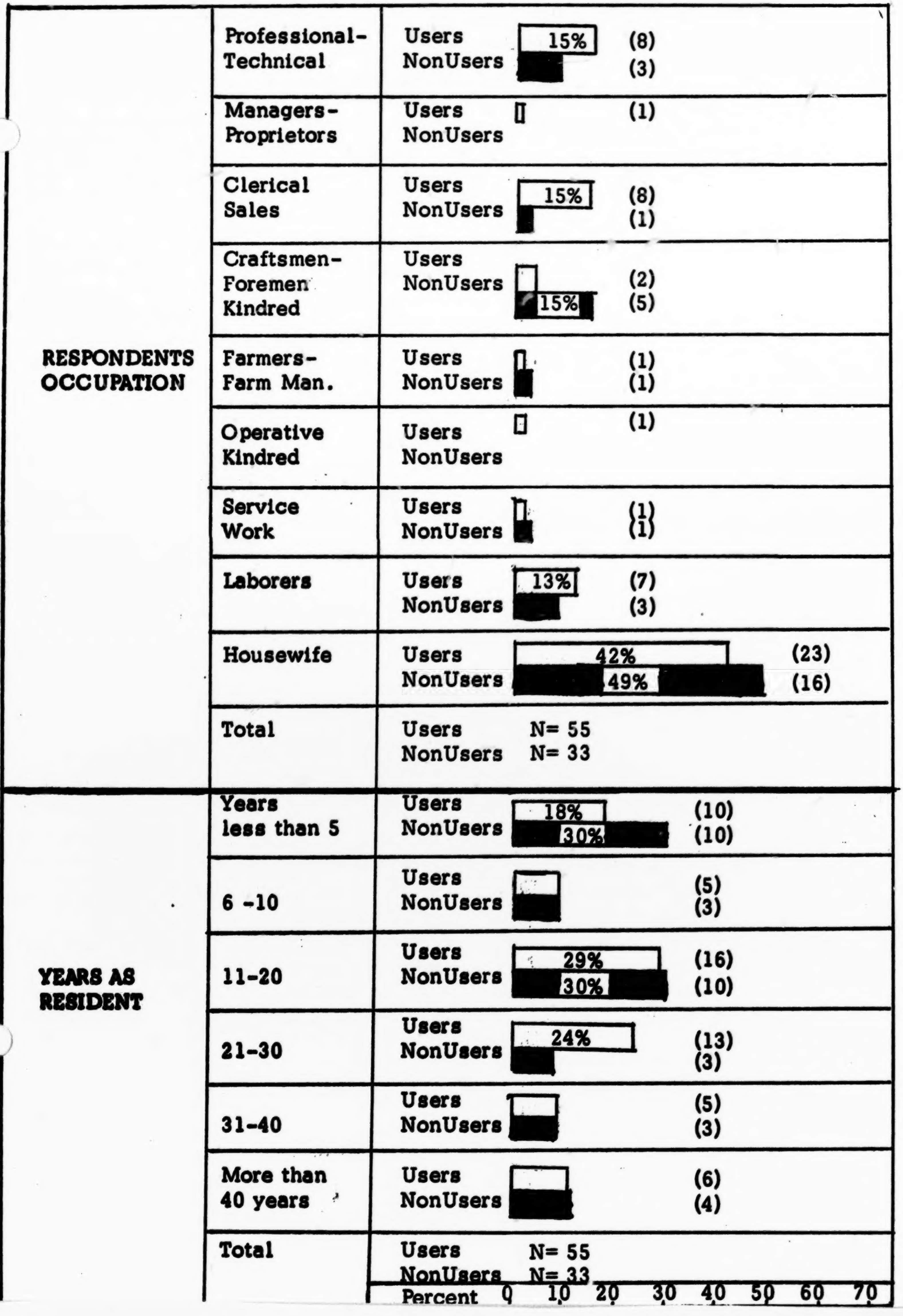
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN VALLEY TOWN



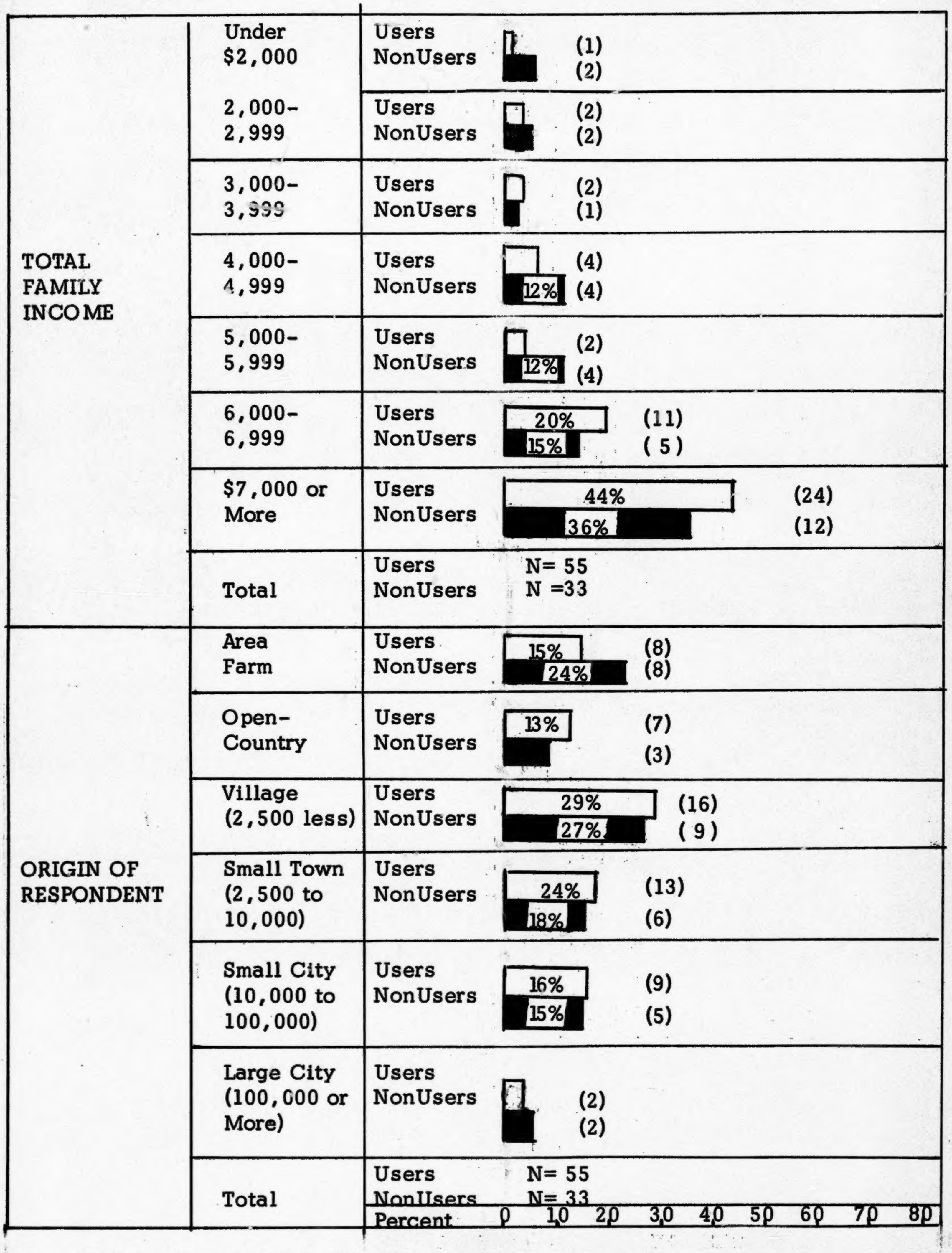
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN VALLEY TOWN



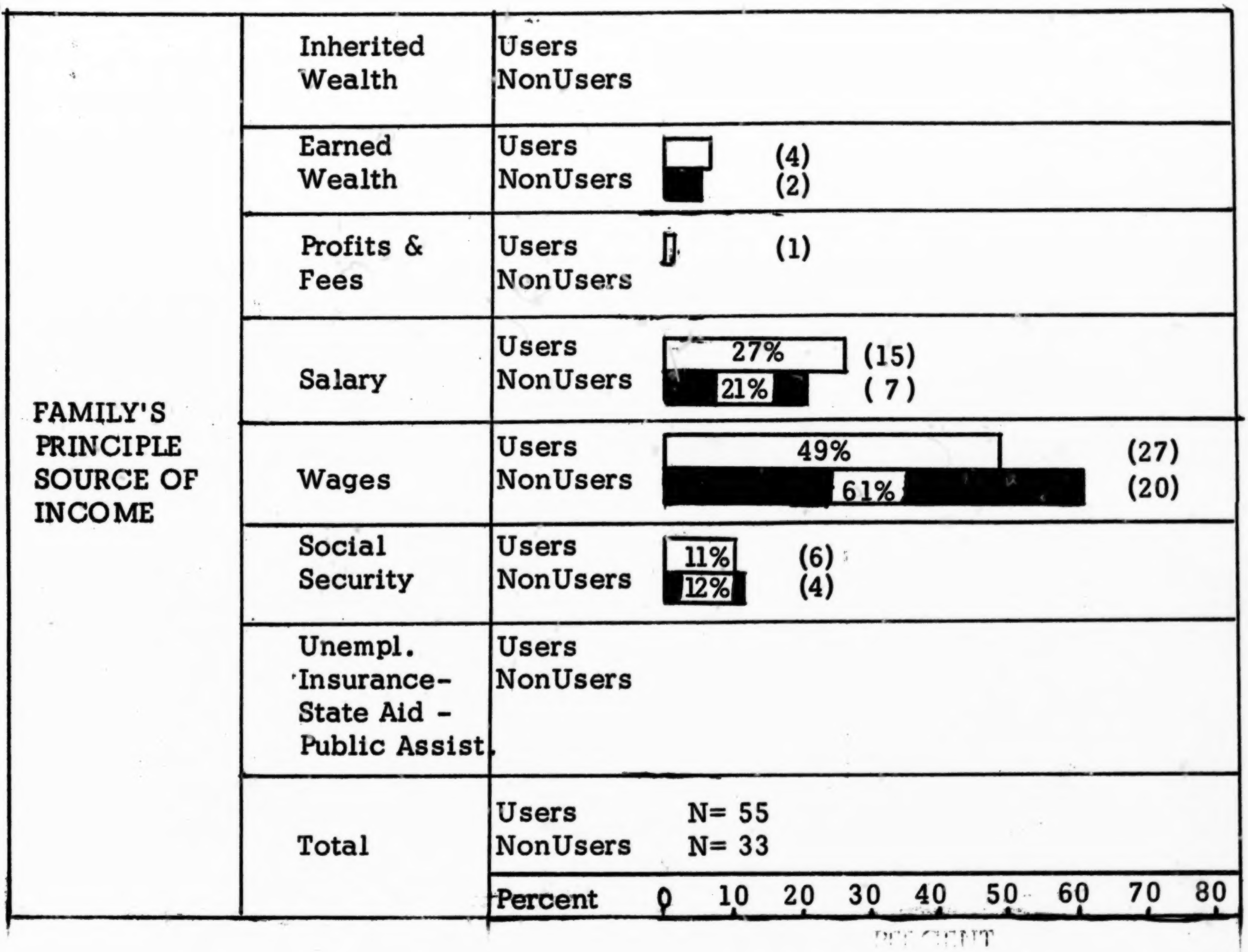
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN VALLEYTOWN



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN VALLEYTOWN



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN VALLEY TOWN



The town has recently become a member of a regional school system. Unlike so many in the state, this one appears to be most successful and economically in line with what the members can afford. Although there was the usual controversy in closing the towns' high schools, it has been successfully accomplished. This reflects a rather harmonious relationship of the citizens.

From a low point in the mid 1800's, Valley Town has slowly increased to its present population of 2,576 as reflected in the 1960 census. There is still potential for industrial development as evidenced in the several new small industries recently established. The town reflects a determined initiative to grow and thrive, despite the bedroom population.

The Library

Valley Town's Library was the gift of a local boy who made the American dream come true. Arriving poor in Valley Town, he grew to manhood, taught in the local schools, answered Lincoln's call to arms, returned to prosper and as a gift to the town and a memorial to himself, willed them a library building and a bequest for books. Its design is monumental in detail reflecting the tastes of that period that saw the 20th century draw to an end. Sumptuous in its day, it is now small, overcrowded and uninviting. Books are double racked. The only areas reserved for children (the future benefactors) is an area between the two rooms composing the combination stacks reference and reading accommodations.

The materials used in the construction particularly the heavy dark molding and the narrow wooden floor boards make upkeep difficult and cleanliness arduous.

The book collections numbering 15,305 in 1966 had a circulation figure of 29,500 for the same year, a fair circulation for the population. The budget for the library has averaged close to $5,000 during the last several years. Of this something more than $1,000 is expended for books, and periodicals, an average per capita expenditure of $.40.

The collection is badly in need of weeding and represents reading for pleasure. Reference is limited and outdated. There seems to be little use by secondary school pupils. This, however, can be expected of a town belonging to one of the few excellent cooperative school systems in the state.

The librarian, from what can be determined from the data available, makes a conscientious effort to assist all who require her services and the students in particular. She is a former school teacher whose training has been secured at summer workshops. The library has no organized checkout or return system. There is little if any control and a review reveals an inadequate catalog with minimum cross reference. The librarian is working hard to remedy these deficiencies. What cataloging there is, is the Dewey Decimal System, although the changeover to L. C. has started on the state level, the source of most of their acquisitions. The budget allows for only part-time minimal assistance to the librarian and her major efforts must, of necessity, be directed towards borrower service. The Valley Town Library is open four days each week from 1 to 4 p.m. in the afternoon and from 7 to 9 p.m. in the evening. Both the librarian and trustees want to extend this to Saturday, but presently the budget will not allow it.

Like most rural librarians, Valley Town relies on and fully utilizes the service offered by the State Library. Much borrowing is done to keep the temporary collection up to date and state-suggested reading lists and purchasing systems are used to great advantage.

Valley Town has entered into preliminary discussions regarding regionalization of collections. While the value of such a system is recognized, it is also clear that much needed expertise would be required.

Auxiliary assistance has been generously offered and effectively utilized. The friends of the library have faithfully conducted a summer reading program and story hour for the town's children. Recognizing the limited children's collection and the drabness of the facilities, the Brownie Troops have redecorated the Children's Section and the Garden Club has done the same for the Reading Room.

Valley Town now faces many problems regarding its library, and courageously in the face of mounting tax rates, developed expansion plans. Its trustees,for the most part,reflect a genuine interest of somewhat limited knowledge of the needs of the library.

The Library Trustees

The Valley Town Librarian administration's responsibility resides in a Board of Trustees, two of whom are elected each year at the town meeting. While political activity for this office is at a minimum, due to the preponderance of the town's single party structural predominance, intra-party competition reflecting personalities has occurred. In fact, this is one of the few towns studied in which a tight race for the office of trustee has drawn numbers of citizens to the pol

The current make-up of the board during this year of study consists of three men and two women. The majority of male representation is unusual for this unit of New England town government which traditionally reflects female interest. The occupations range from retired, to housewife, to self-employed, and interestingly enough, reflect a social and civic sense of responsibility of high caliber. Two are representatives to the first General Court and are active in both town and county government. One female member authored the two volume history of the town. One is very active in the state association of Library Trustees. For such a small town, the background and potential of this board is exceptional. Coupled with this is the length of service of these people. The span runs from 5 to 25 years with an average of 12 years. Continuity is no problem, and interest to serve is constant.

The Board meets on an average of four times per year. Most feel that this is sufficient time to administer the library. As is with most volunteer boards in Northern New England, their prime function is fiscal control. To this end the major topics of discussion center around the preparation, presentation, and expenditure of their modest budget. During the last several years, the necessity of an addition to the library has become apparent. To this end, a small sum was requested and granted at the town meeting to allow for architectural service. The resulting plans, together with the estimated costs, have been quite disheartening. With the declining industry, an increasing school budget (a member of the new coop-high school), and the need for new services, it is unlikely that the town will appropriate the large sum needed to expand the present facility in the near future. Much discussion centers around the ay in which the needed funds could be raised by private philanthropy. Total expenditures for the year preceding this study were $4,347.00. Of this, $2,500 was received from town appropriation; the balance from a trust fund and several minor gifts. As could be expected, it is the male members of the board who are most interested with the plant, its upkeep and expansion. The female members, together with the Librarian, are the collection decision makers. The survey recalls, however, that certain male members have decided opinions as to both quality and content. It does not appear, however, that they have successfully made their wishes felt.

Despite the fact that an increase in the library budget, if necessary, could be sought by trustee lobbying prior to town meeting, and vigorous presentation from the floor during the meeting, this has not been deemed necessary. All agree that the building is inadequate, that the services should be improved, and the library should be open more hours; yet, (and here is the paradox) all agree the budget is sufficient. The trustee interviews reveal a genuine interest in the library of Valley Town, and yet a distinct lacking as to the strengths and weaknesses of its contents and services. Perhaps like their counterpart trustees in urban libraries, they rely on the expertise of the librarian for advice and guidance. Unfortunately, the Valley Town Librarian has little or no professional training, and is not providing the direction for better library service.

Community Portrait - Two

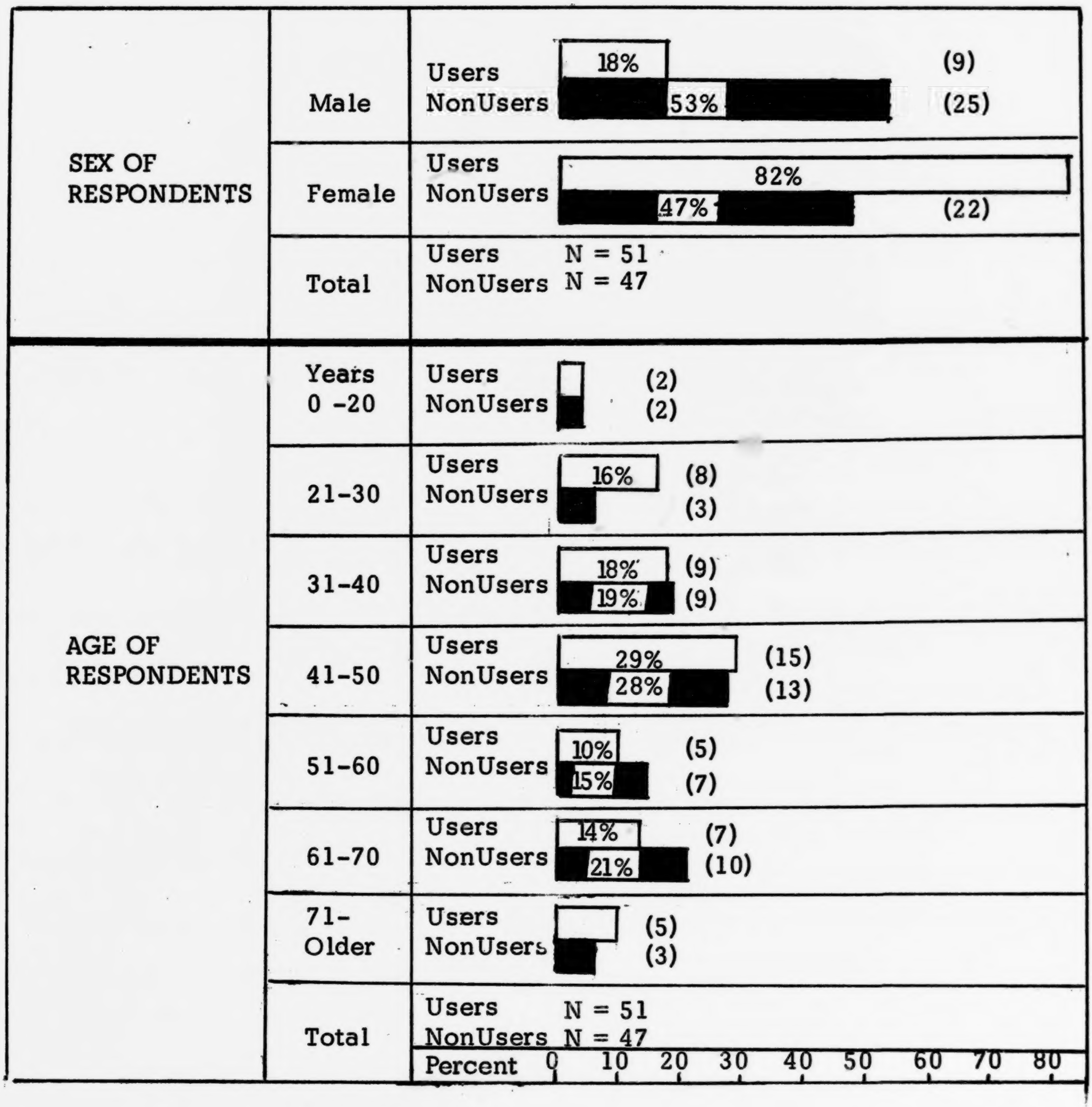
STONY CREEK

Stony Creek was founded in the mid 1700's as part of a colonial grant. The town is situated in the Northeast corner of the State. It is located in a river valley in the heart of the state's largest mountain range. The town's business center is of the so-called "ribbon character" in that it straddles both sides of a river that bisects the town. Encompassed by mountains ranging from heights of 648 to 2200 feet, any expansion is limited to the flood plane.

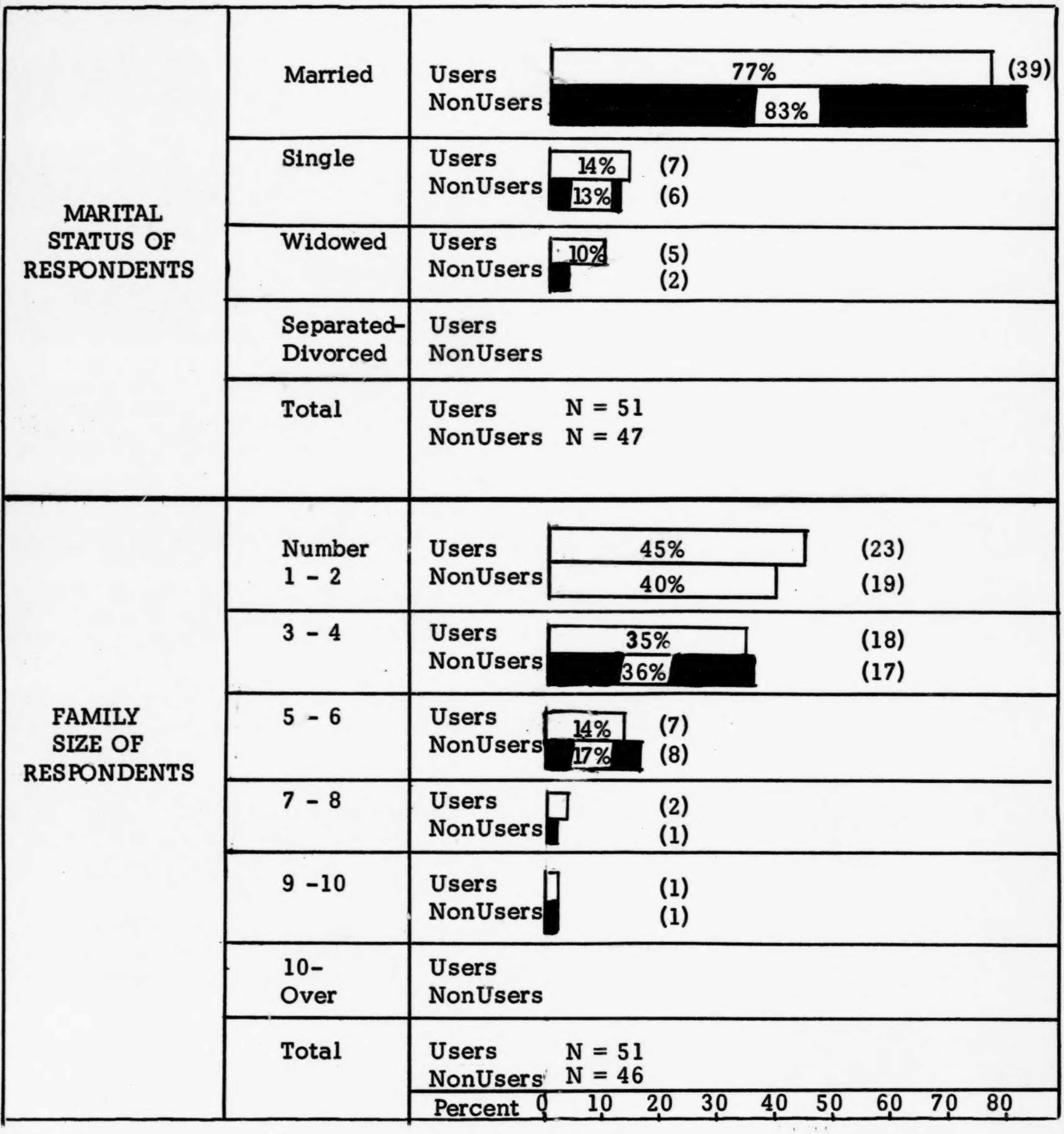
The town is bordered by a lake resulting in the damming of the state's largest river some 11 miles in length. Also located within the town boundaries is another smaller lake. Both offer great recreational services while the mountains have contributed to the economic growth through the ski industry.

Stony Creek is the seat of county government and also serves as the shopping center for many surrounding towns. Its mercantile center is thriving with a continuous expansion of offerings. Its major source of industry is leather. The period of expansion in the mid 1800's started by the coming of the railroads which led to a large lumber industry, now declined. The town was successfully attracted by industry to replace this passing.

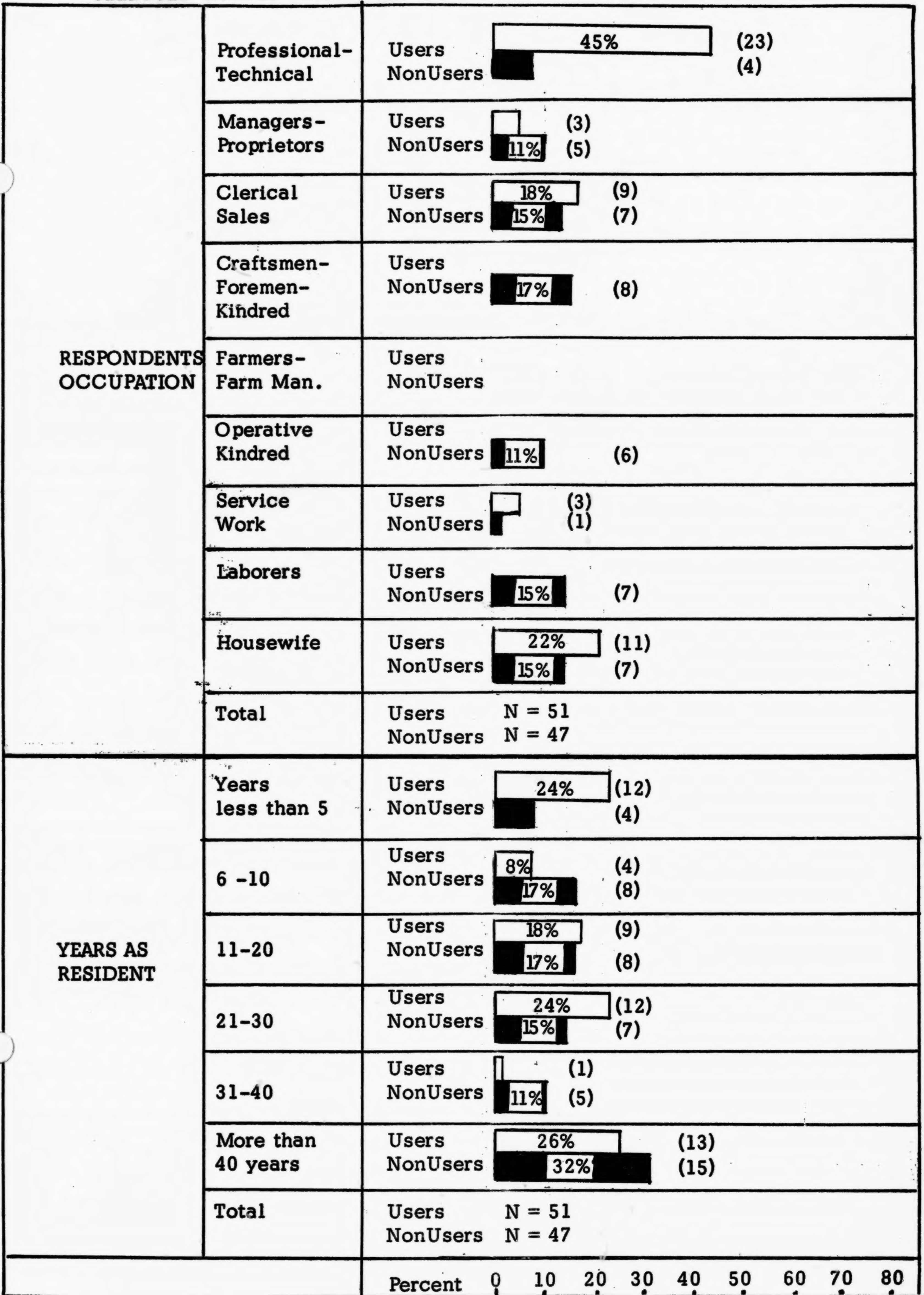
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN STONY CREEK



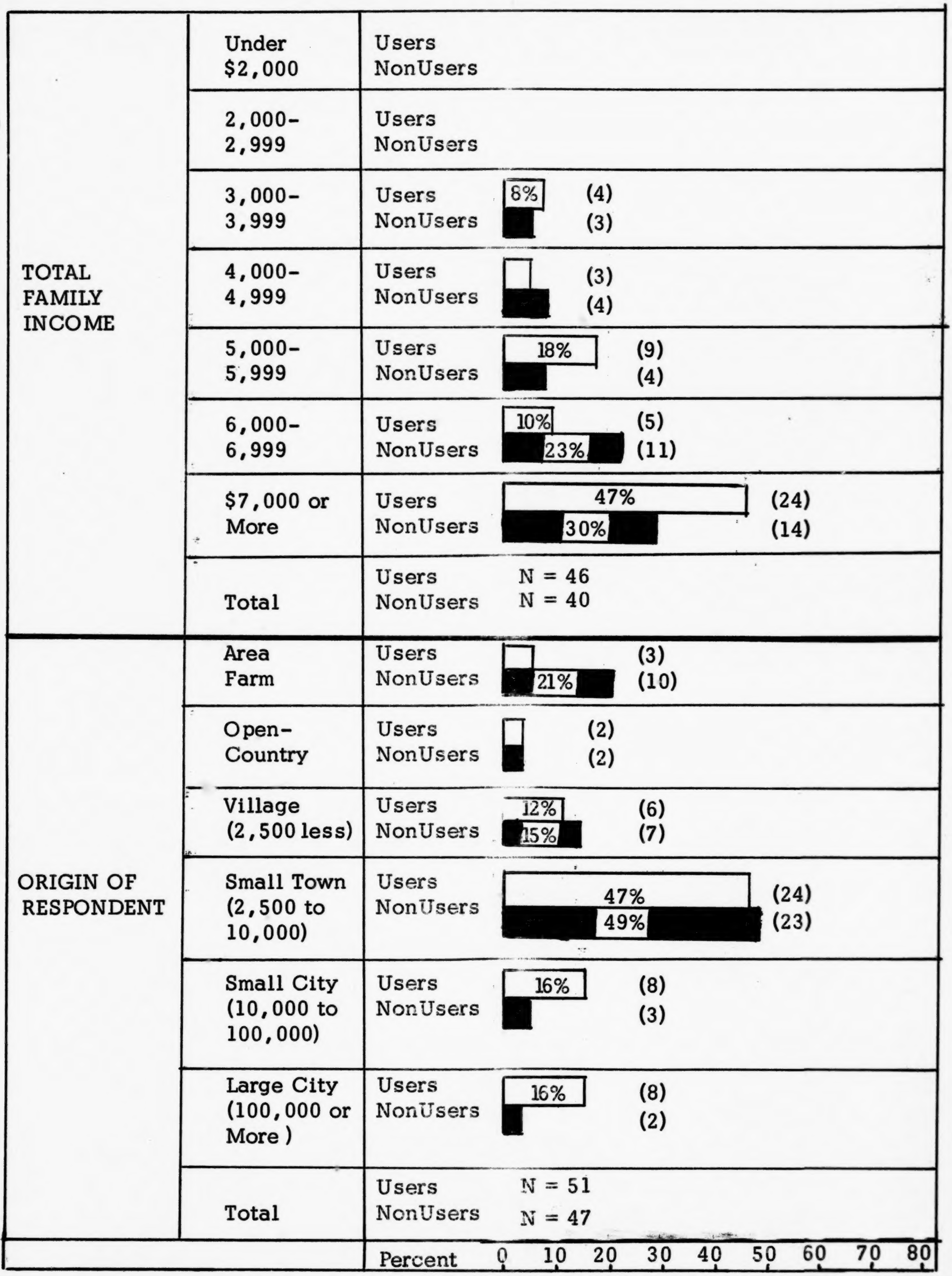
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN STONY CREEK



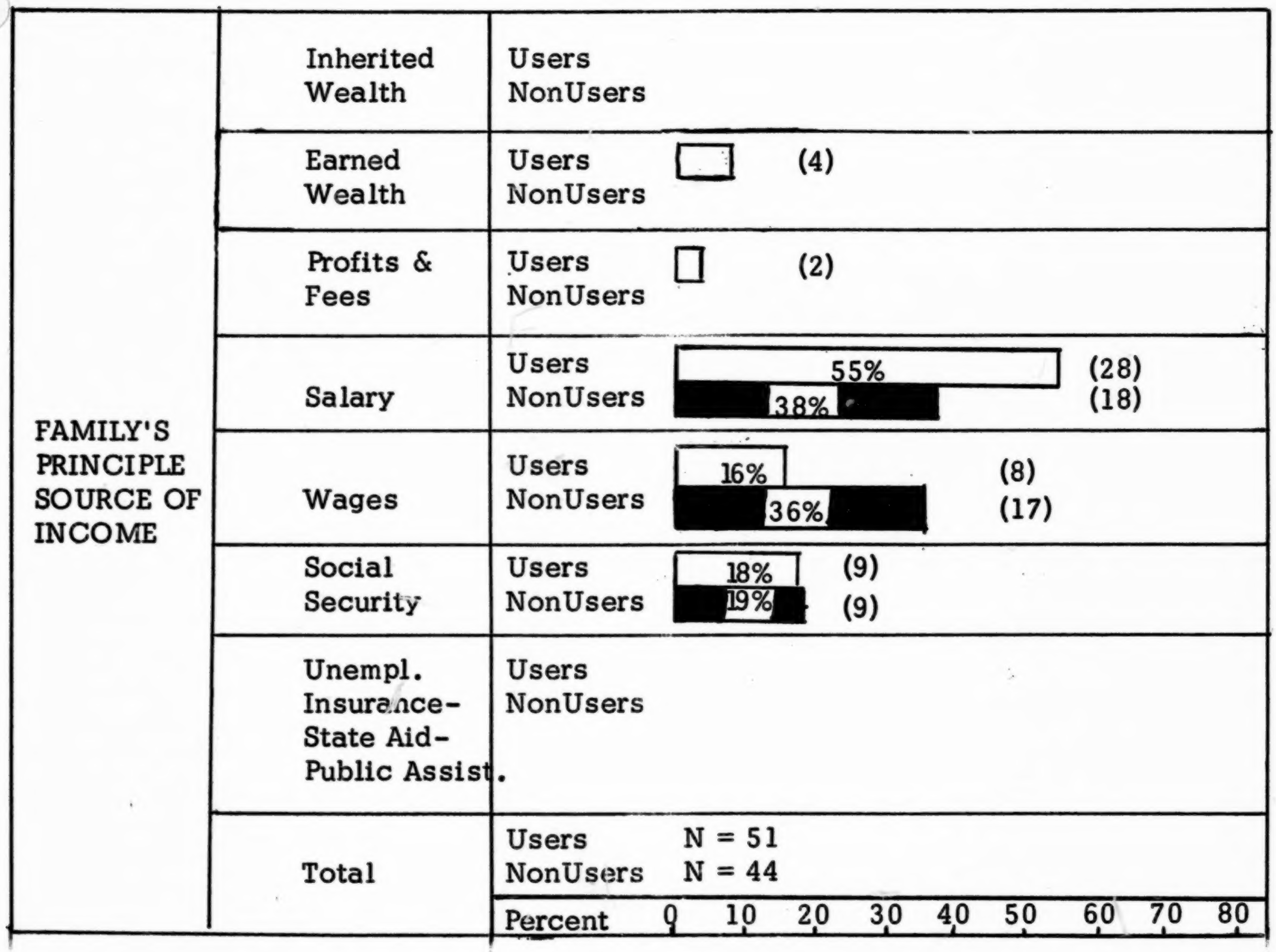
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN STONY CREEK



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN STONY CREEK



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN STONY CREEK



Because of its location in the heart of the mountains and contiguous to water bodies, the town has a heavy tourist and recreation business both in summer and winter.

Stony Creek reflects a population quite evenly divided as to French Canadian, Scandanavian, and Anglo-Saxon groups.

The town is growing steadily. Its work force finds excellent opportunities within the town and also in a fast growing electronics industry in the next state. Stony Creek, as the seat of county government, offers its citizens such complete municipal services as a self-contained water and power department, full-time safety services, a full-time recreation department, a hospital and clinics.

Stony Creek with a population of 5,000 as of the 1960 census has with the increasing demand for recreational services a bright future. It is a clean progressive New England town along well-defined lines excellent administrative leadership.

The Library

Stony Creek's library was founded in 1850. Its collection of some 17,000 shows diversified strength. It is one of the few rural libraries for a town of its size offering mixed media. Its services include magazines, newspapers, microfilm, slides, and records. The town has an excellent high school library as well as sufficient public and parochial grammar school collections. This library, because of its professional staff has recently been designated as a central source unit for its area and is a recipient of minimal state funding to support the same. The library currently operated on a budget in excess to $22,000 per year. Because of this continuous and sufficient funding, the library is opened five days and evenings per week. Over tha last ten years, the book collection has increased on an average of 900 volumes per year. Added to this is the effective service provided by a staff of 4 with the head librarian being a professional with over 18 years experience. Stony Creek Library continues to grow and expand in the main to the progressive and dedicated leadership. The library has recently completed a five-year plan of expansion and improvement. This included, not only, physical development but established personnel policy and a newly-operational salary scale for the staff. Fortunately, for the town, the librarian's husband is also a professional consultant to the State Library. The expertise provided by the staff is evident in the collection and service of the library. The Stony Creek Library at its own request participated in an evaluation several years ago. This evaluation was conducted by the State Library staff. Its findings and recommendations for the most part have been implemented and served to give the initiative and direction related above.

Services of Stony Creek, like most New England rural libraries, give great emphasis to the student. While it has the usual story hours for the children and an adequate amount of reference, very close cooperation between the school system and the library is noted. Joint selection of purchasing practice have been operational for some time. Circulation figures for Stony Creek are excellent. In the last year, where figures were available, circulation per registered borrower was 9.84% added to this is a per capita circulation of 6 books per citizen. The library also serves the hospital in the town and desires to improve upon this area. Because of it being a centralized area facility and due to the relationship established by the staff as officers and professional association, Stony Creek makes judicious use of state offerings. One cannot but admire the excellent use the trustees and staff have made of the town report in order to present their case to the citizens. The presentation of the year ending efforts, the listing of their goals, and the simple statistical information presented to their fellow citizens is commendable, while the trustees bewail the paucity of space given to them by the local paper, much credit must be given for the case they make in the annual publication distributed at town meetings.

Stony Creek is an excellent example of what a small town can provide for library services with a professional librarian and an interested and articulate board of trustees.

The Library Trustees

Stony Creek's Board of Trustees is composed of nine persons three of whom are elected each year for a two year term of office. This board, unlike many in

New England, is fairly well divided between male and female. Its occupational make-up reflects an exceptional high professional and educational characteristics for this part of the country. This in no small way if reflected in the caliber of the library services administered by these people. Despite the fact that the Board meets officially but twice a year, research reveals that the great majority of the members keeps abreast of the development by subcommittee meetings. Where policy, in the main, is either de facto or the librarian's prerogative in most of the small libraries studied, this board sees a responsibility and assumes it. Members reflect other wide civic interests and a corresponding high percentage of leadership roles within these interests. When asked what particular area should be strengthened or what methods were valid, the trustees revealed a close knowledge of library methodology. It appears that there has been little problem in attracting qualified trustees in Stony Creek. This is borne out of a progress the library has made, despite the fact, the longest service of a single trustee is only 6 years. While most agree that more publicity is needed to inform the citizens of the library offerings, they felt that their fiscal support was adequate and that any needs well presented would be funded in the future. This board like many interviewed felt that the library was meeting the needs of the town as conceived by the board. It was the only one to remark, however, that the non-user and user survey being conducted under this project might well reveal that this impression was not completely true. Several felt that such a survey coming after their recently completed five-year plan could well be the basis for the next.

The trustees of Stony Creek feel strongly that this library should be more than a book collection center. It should be a resource and reference center for all ages and interests. The concluding portion of the town report reveals that this rural library's administrative board is not static. That its library is given leadership so necessary in northern New England. It says "in this age of change, the library has changed. Serions goals of education for all and education needed for making a good livelihood have become more important. Mere pleasure reading which was so important at one time, and so good for circulation figures has now been replaced by a curious mind." That curious mind exists in Stony Creek. It is evident that the leadership to inspire these curious minds has assumed its responsibility.

Community Portrait - Three

THREE RIVERS

> Moved that the town appropriate the sum of $25 to be given to the Fire Department for paint, and that the Chief be thanked for his offer to have the men paint the library.
>
> From the Town Report, 1966

Three Rivers was founded in the early 1700's as a Royal Grant. Its first inhabitants, primarily Scotch, came from the northernmost Massachusetts towns.

The town is situated on the bank of one of the State's largest rivers. It has a minor amount of farming land running back on a flood plane and terminating on a ridge of hills that make up the major portion of the total land area. It is bounded by Three Rivers. Its timber cover is primarily hard wood with a scattering of white pine and hemlock. The center or business district of the town is located at the extreme southern end at the confluence of two rivers. The water power from the smaller or swiftest river served as the basis of the cotton and woolen industry that developed shortly before the Civil War.

The town now has but one major industry, representing less that four per cent of the total work force. The town's business district has slowly reduced due to the town's location midway between the state's two largest cities. Despite many efforts to refurbish and modernize this area, little has been done with the result that several new shopping centers have recently developed adjacent to the town. This has served to increase the exodus or closing of many of the smaller business establishments.

Three Rivers is a lilingual community today. The village has a large percentage of French Canadian ancestry stemming from the original immigrants brought down to work the looms. The hillside represents a mix of other nationalities. All too often in the past, there has been open-feeling between the two groups. Fortunately, the town's public academy where the children of both attend has served as a merging influence for the short time these young people are residents of the town.

The town has slowly increased in population over the last 50 years. It currently reflects a total population of 4,000 as recorded in the 1960 census. There appears to be little increase due to the lack of available land for industrial development. Also, there has developed the feeling so common in bedroom towns by those who live in comfort and tranquility to keep things as they are. Like so many other New England towns, there is no opportunity for the youth to be locally employed.

Three Rivers is primarily a bedroom town. Its location, close to the state capitol and nearby industrial developments, has attracted a large percentage of state and industrial executives. Within recent years,

SELECTED CHARACTERISTICS OF RESPONDENTS IN THREE RIVERS

Characteristic	Library User	Library Non-User
SEX		
Male	7%	37%
Female	93	63
Number	30	27
AGE - YEARS		
0-20	7%	11%
21-30	13	11
31-40	30	15
41-50	17	37
51-60	20	22
61-70	10	4
71-Older	3	
Number	30	27
MARITAL STATUS		
Married	70%	89%
Single	7	
Widowed	20	11
Separated - Divorced	3	
Number	30	27
FAMILY SIZE - NUMBER		
1-2	40%	30%
3-4	37	37
5-6	17	26
7-8	3	4
9-10	3	4
10-Over		
Number	30	27

SELECTED CHARACTERISTICS OF RESPONDENTS IN THREE RIVERS

Characteristic	Library User	Library Non-User
OCCUPATION		
Professional-Technical	23%	4%
Managers-Proprietors		4
Clerical Sales	33	44
Craftsmen-Foremen-Kindred		15
Farmers-Farm Man.		
Operative Kindred	3	4
Service Work		
Laborers	3	7
Housewife	33	22
Number	29	27
YEARS AS RESIDENT		
less than 5	10%	26%
6-10	33	22
11-20	17	15
21-30	23	15
31-40	13	11
More than 40	3	11
Number	30	23

SELECTED CHARACTERISTICS OF RESPONDENTS IN THREE RIVERS

Characteristic	Library User	Library Non-User
ORIGIN OF RESPONDENT-AREA		
Farm	3%	22%
Open Country	7	
Village (2,500 less)	13	4
Small Town (2,500 to 10,000)	27	37
Small City (10,000 to 100,000)	27	30
Large City (100,000 or More)	23	7
Number	30	27
TOTAL FAMILY INCOME		
less than $2,000		
2,000-2,999		
3,000-3,999	7%	4%
4,000-4,999		4
5,000-5,999	7	
6,000-6,999	7	
7,000-More	63	74
Number	25	22
FAMILY'S PRINCIPLE SOURCE OF INCOME		
Inherited Wealth	3%	
Earned Wealth		
Profits & Fees	7	4%
Salary	67	52
Wages	17	41
Social Security	7	4
Unempl. Ins-		
State Aid- Pub. Asst.		
Number	30	27

several middle and upper middle class housing developments have been built to meet the demand from these people. The town has two distinct areas of habitation. The village built around the mills with row housing and Victorian homes once housing the mill executives and the hillside now reflect the influx of administrators and supervisory people.

The Library

Despite the educational level of the town, as reflected by its executive inhabitants, there is little interest in improving the grossly inadequate library facilities or holdings. This is due in the main to the close proximity of the state's two largest cities both with excellent libraries, and one housing the state library.

While much effort has been made by local groups to improve the grammar libraries, and support was excellent for a recently built high school library, little effort has been made to support the local library tax-wise.

Three Rivers Library occupies an old vacant store on the town's Main Street. Its interior is but one long opened room with shelves on the outside walls. The only provisions made for either adult or juvenile to browse, to read, or to study are two small tables setting in the center of the floor. The interior with its plain walls is most unconducive to the inquiring mind. In fact, seldom does anyone spend any time in this library except for the selection of books. The book collection, numbering 6,000 volumes is mainly fiction. The library does provide services for grammar school children who stop in on the way to and from school, but the lack of reference and selection have caused the high school students and their parents to utilize the libraries in nearby cities. Town support for the library is minimal. This is all the more tragic when one notes the percentage of professional and executive personnel living in the town. The library is only opened two afternoons and one evening per week, due to the low budget and the lack of readers' interest. Recently, friends of the Library Committee, together with the Women's Club have put on several benefits in support of the book collection. Presently, the per capita allocation is less than 25¢ per person. Within the past two years, a Committee has been appointed at a town meeting to consider the possibilities and probabilities of constructing a new library in Three Rivers. For the past several years, a small sum of money has been placed in a capital reserve fund for this purpose. It currently amounts to some twenty thousand dollars or more. The Committee, now of two years duration, unfortunately, has done little due to sickness and illness in the family of the chairman. However, the committee has been rejuvenated at the last town meeting and hopes to prepare a report and to seek federal funds prior to the next town meeting in March of 1969.

Located between the state's two largest cities, the library suffers from competition. However, little attempt has been made to bring its services up to a plane where citizen utilization could or would increase. The town is most fortunate in having a dedicated, non-professional librarian who works hard to meet the peoples' needs and desires. While not a holder of a degree, she is continuously taking courses offered by the state to improve herself. Were it not for a new library being added to the town's high school several years ago, Three Rivers would be almost totally lacking in library resources capable of meeting the needs of this modern age and reflecting the level of intellectual and cultural maturity of this particular town.

The Trustees

Three Rivers' three trustees are elected for two-year terms at the town meeting. Currently, all three are females. Two are housewives and the other is a teacher. Election is by partisan ballot and often there is much political activity even for this relatively unsensitive position among the parties. In the past, qualified individuals have been defeated in lieu of a strong ticket put forth by the opposing party. Individuals running for the position on the party ticket are expected to campaign both for themselves and for the total slate of office. Subsequently, very often this proves distasteful to qualified candidates.

Three Rivers' Trustees meet six times per year; research reveals that these meetings are not well attended. With minimal support provided by the town, most meetings deal primarily with maintenance and book selection. In order to allow more money for the collection the trustees have solicited volunteer labor to repair and redecorate the library and have collected duplicates and discards from area, public and college libraries. Certain trustees contribute a large amount of time, to the above while attempting to keep abreast of recent library developments by attending state institutions. The interest in the proposed new library is evident; there is much impatience that the committee has not moved along faster. The trustees seemed satisfied and pleased with the way the librarian handles her duties but feels that the library should be opened more. While it has not been openly discussed, trustee opinion seems to indicate that there may be controversy as to where the library may be located. This,in the main, will be due to ethnic differences. All want the new library and hope that the differences can be put aside in the interest of better service. Strangely enough, although appointment is by political action, defeated trustees are often consulted as to how and as to certain procedures and problems of the library should be solved, indicating that these individuals once emersed in the goals and needs of the library put aside defeatism and political parties. On the whole, the three trustees of the Three Rivers' Library are interested and conscientious workers. They are somewhat frustrated by the minimal fiscal support and lethargic reader interest. The turnover in trustees has been such that little, if any, stability has been possible. For example, little study has been made as to what their problems are and how to eliminate them. Presently, their main goals is to get a new library building. There seems to be an old opinion prevalent that this will solve many of their problems. That planning is needed to insure adequate service eminating from the new facility has, as yet, not been undertaken.

The committee has itself reflected no diversities and interests of the town. Its library interest is reflected in membership from two organizations as appointed by the moderator at the town meeting. The Women's Club and the Grange were asked to appoint members. The Women's Club because in the last few years they have contributed liberaly in both money and service, and the Grange because historically it purchased and circulated the first book collection in the town where members were evenly divided between the two ethnic and geographical areas of the town; the non-French from the hill side and the French from the village.

Community Portrait - Four

INTERVALE

Like so many northern New England settlements, Intervale received its grant from the ubiquitous Royal Governor of New Hampshire who holds the distinction of being America's first Shyster Real Estate Agent. Soon the grant became involved in an inter-colony dispute and finally had to be settled by the King.

Lying midway of the most western of the New England State, Intervale is truly north country. The town is bordered by a steep ridge of hard, unproductive soil from which run a series of spire-like ridges which soften into sloping hills with well watered fertile valleys. It was in this lush and inspiring setting that the settlers cleaned the land and built their cabins. Intervale is a "hill country" town of the past.

Intervale has neither industry nor business. The one general store has recently closed and the townspeople shop in nearby centers. Its only source of local revenue, outside of a private academy and a few farms, is its "summer people". During the depression, people from the New England Academic and Professional world discovered the beauty of Intervale and in increasing numbers bought up and restored the old homes. The wintertime population of this little town is less than 500, and doubles during the vacation months. To say that this intellectual influx has had a remarkable effect upon both the town and the Library is an understatement.

The major portion of the townspeople are Anglo-Saxon. The townsfolk would, as they have once in the past, reject this and declare themselves plain Yankees.

Intervale suffered a continuous population decline commencing from a high of 1247 in 1860 to approximately 450 in the present. While the population increases during the summer resident period, any outlook in an increase is doubtful. Concurrently, the town's private academy (also a tuition high school for the town) has witnessed a declining enrollment. Thus, the one source of employment in auxiliary areas possible with a student increase has little potential.

Intervale is the most unusual town in this study insofar as the per cent of population in the professional and academic class. Its educational and literacy level based on the above is exceptional for a non-college town. While this exceptional quality can be traced to the influx of summer people, the town has a heritage of illumination almost from its beginning. Settled soon after the cessation of the French and Indian wars, within some 30 years its citizens had voted to build both the academy and a library shortly after the close of the Revolution. This distinction can be shared with only a handful of towns in New England, and they located the new world's first settlements.

As before mentioned, Intervale's first library was established in the late 1700's as a subscription library. Interestingly enough, it still functions under such a proprietary system today. With an advanced educational system, it is a small wonder that this small town produced a class of men who have gained distinction in many phases of both public and private life. To the credit of these men of means and stature they never forgot their heritage and thus history records

SELECTED CHARACTERISTICS OF RESPONDENTS IN INTERVALE

Characteristic	Library User	Library Non-User
SEX		
Male	12%	47%
Female	88	53
Number	17	38
AGE - YEARS		
0-20		
21-30	18%	16%
31-40	12	16
41-50	12	11
51-60	47	21
61-70	12	18
71-Older		18
Number	17	38
MARITAL STATUS		
Married	82%	82%
Single	6	3
Widowed	12	13
Divorced-Separated		3
Number	17	38
FAMILY SIZE - NUMBER		
1-2	53%	58%
3-4	29	18
5-6	6	21
7-8	12	
9-10		
10-Over		3
Number	17	38

SELECTED CHARACTERISTICS OF RESPONDENTS IN INTERVALE

Characteristic	Library User	Library Non-User
OCCUPATION		
Professional-Technical	24%	13%
Managers-Proprietors		
Clerical Sales	12	3
Craftsmen-Foremen-Kindred		5
Farmers-Farm Man.	6	11
Operative Kindred	6	3
Service Work		
Laborers		11
Housewife	53	37
Number	17	31
YEARS AS RESIDENT		
less than 5	29	11
6-10	24	13
11-20	12	21
21-30	12	16
31-40	6	8
More than 40	18	32
Number	17	38

SELECTED CHARACTERISTICS OF RESPONDENTS IN INTERVALE

Characteristic	Library User	Library Non-User
ORIGIN OF RESPONDENT-AREA		
Farm	12%	68%
Open Country	18	3
Village (2,500 less)	41	16
Small Town (2,500 to 10,000)	18	8
Small City (10,000 to 100,000)		5
Large City (100,000 or More)	12	
Number	17	38
TOTAL FAMILY INCOME		
Under $2,000		
2,000-2,999		
3,000-3,999		
4,000-4,999		
5,000-5,999		
6,000-6,999		
7,000-More		
Number		
FAMILY'S PRINCIPLE SOURCE OF INCOME		
Inherited Wealth		
Earned Wealth	12%	
Profits & Fees	12	3%
Salary	29	13
Wages	29	32
Social Security	6	26
Unempl Ins.-State Aid- Pub. Asst.		
Number	15	28

many generous contributions to both the academy and the library.

The Library

Today the library is directed by a self-perpetrating board of trustees, consisting of five women and two men. This group represents both permanent and summer residents; for, if the generosity exhibited by its early inhabitants had not been continued by the summer residents, the library would not be the excellent one it presently is. This private association, through diligent efforts, obtained all of the total budget (but for $250. - town appropriation). Thus, the library is supported, in the main, by gifts and grants from the summer residents. In 1959, the town library burned, and the citizens, through contributions, rebuilt and re-stocked the library. Some have commented that the fire helped to build today's "good" library. As can be expected, the trustees exhibit a high degree of literary competence which is reflected in the book collection. Unlike the majority of New England libraries where the emphasis is on fiction and local history, this small library includes a collection of art, literature, and philosophy. The gifts of the citizens reflect a level and interest far beyond the ordinary rural library; gifts reflect the summer people.

The building itself is used for meetings and events unusual for this country area. Like its urban counterparts, it holds seminars, lectures, music recitals, children's programs, suppers, and even the town meeting. Currently, the library is open some 20 hours per week and all day Saturday during the summer. Its resources have been generously contributed to the school systems, both public and private. As before mentioned, the present library is some 10 years old, being rebuilt after a disastrous fire by contributions from the citizens both permanent and summer. A white framed building, it truly blends with the local architecture and is efficiently and pleasingly arranged within. The users established what is termed a proprietary system in that each person pays a minor sum for the library privileges and an equally small quarterly payment, so long as the services are utilized. A rather unique Yankee method of getting one's money's worth. In a period when private New England town academies are closing, when our citizens, now so mobile, seldom make a contribution to any town agency (feeling that this is a problem of taxable property), it is unusual to see the interest and support given to this small library. Gifts of over 1,000 books are recorded on its ledgers. Down through the years, bequests continue to come in, pulminating in the previously mentioned rebuilding some 10 years ago. With true Yankee thrift and foresight, the trustees have invested wisely; thus, the continued financial stability and the ability to develop is assured. That the writer is impressed with this small institution is quite evident. Truly, this is one town where intellectual level and citizen interest have shown what a rural library can be.

With such literary interest as evidenced by citizens' support both past and present, it is of little wonder that the Intervale Library has had stable long-term excellent staffing. Past librarians have served twenty and thirty year terms. The majority of them have taken this task as a labor of love as witnessed by the minimal salaries paid in the past.

Currently, Intervale is most fortunate in its librarian. This woman, with a degree from one of New England's leading colleges, has served as a professional librarian and teacher in another state. Not content to rest on past success she continues to avail herself of extension courses. This, the smallest town in our study, is one of two employing professionals. After reviewing the past history of literacy thirst, it was not unexpected.

Like her other counterparts, the Intervale librarian makes a concentrated effort to provide the best for the school children. Fortunate are these youngsters to live in a town where on a summer day, they can listen to a story hour or participate in a discussion conducted by some of the nation's most distinguished professors. For not only do these professorial summer people give of their money to the library, under the direction of this librarian, they provide the incomparable wealth of their knowledge.

The trustees work very closely with the librarian on selection and budgeting and on the whole it is a most effective and successful operation. While all feel more money is needed for services, all agree that the needs of this small town are being met. A recent Federal grant in an older citizens program provided a "library aid" for the library.

Community Portrait - Five

FIVE CORNERS

Five Corners is the westernmost town in this study. Groping for a future envious of its past, it seeks to build on the remnants of a faded bright history.

Chartered in the mid-seventeen hundreds by George the III of England, it went through the usual growth from frontier to market town until its seemingly placid pace was interrupted by the coming of the railroad. Soon this junction for southeast travel became a retail center serving inhabitants in two states. The steam boom was accompanied by train service offerings and subsequently the establishment of diversified industry.

Like so many towns in northern New England , the town subdivided itself into a series of unofficial villages within the confines of the original grant. Such a dichotomy was essential during the earlier periods of settlement when distance precluded close association either for social, vocational or political reasons. Thus, we find that while the citizens have a central identity and municiple appreciation, the continuance of the village ideal is still everpresent. While this adherence may appear to be a last ditch defense against complex political and economic interdependencies of our times to its citizens and, in fact, to most New Englanders, it represents a way of life, however steeped in tradition, that is hard to reverse.

The central section of Five Corners reflects the density of population and habitation of the bygone railroad era, as both a trading mercantile and transportation center. Except for a few gracious old homes, the central section is decidedly rundown and unkempt. As one moves out from the center, newer construction and well kept older properties become more evident. Still visible are the scars of the exodus of industry and the decline of the railroads. Opportunity for redevelopment is greatly hindered by the concentration of structures designed primarily for the before mentioned.

Five Corners has courageously faced their problems and has taken vigorous action to eliminate them. Under a forseeing town manager, studies have been undertaken to develop a master plan for the town with appropriate recommendations for its upgrading.

The four villages comprising the remainder of Five Corners, despite their rural regularity, have some distinctive features other than geographic spread. One represents the most desirable area of settlement due to its location abreast one of the state's better highways. Then too, the construction of a new school, recreation facilities and religious institutions have caused this area to be the fastest growing.

The next area in contrast is declining in population and is being encompassed by the outreach of two other neighborhoods. Once the manufacturing center, it needs repair and refurbishing to attract transfer.

SELECTED CHARACTERISTICS OF RESPONDENTS IN FIVE CORNERS

Characteristics	Library Users	Library Non-Users
SEX		
Male	22%	26%
Female	78	74
Number	54	46
AGE - YEARS		
0-20	4%	4%
21-30	7	11
31-40	28	13
41-50	32	33
51-60	15	20
61-70	7	20
71-Older	7	20
Number	54	46
MARITAL STATUS		
Married	69%	87%
Single	9	4
Widowed	15	7
Separated-Divorced	6	2
Number	53	46
FAMILY SIZE - NUMBER		
1-2	32%	39%
3-4	22	44
5-6	28	15
7-8	11	2
9-10	6	
10-Over	2	
Number	54	46

SELECTED CHARACTERISTICS OF RESPONDENTS IN FIVE CORNERS

Characteristic	Library User	Library Non-User
OCCUPATION		
Professional-Technical	17%	4%
Managers-Proprietors	11	4
Clerical Sales	19	22
Craftsmen-Foremen-Kindred	7	9
Farmers-Farm Man.		
Operative Kindred	2	7
Service Work	4	11
Laborers		4
Housewife	28	33
Number	57	43
YEARS AS RESIDENT		
less than 5	9%	17%
6-10	17	11
11-20	32	13
21-30	11	30
31-40	19	11
More than 40	13	17
Number	54	46

SELECTED CHARACTERISTICS OF RESPONDENTS IN FIVE CORNERS

Characteristic	Library User	Library Non-User
ORIGIN OF RESPONDENT-AREA		
Farm	15%	17%
Open Country	11	11
Village (2,500 less)	13	17
Small Town (2,500 to 10,000)	46	44
Small City (10,000 to 100,000)	11	7
Large City (100,000 or More)	4	4
Number	54	46
TOTAL FAMILY INCOME		
less than $2,000		
2,000-2,999		
3,000-3,999		
4,000-4,999	2%	2%
5,000-5,999	4	7
6,000-6,999	4	7
7,000-More	52	59
Number	33	34
FAMILY'S PRINCIPLE SOURCE OF INCOME		
Inherited Wealth		
Earned Wealth	6%	
Profits & Fees	6	4
Salary	41	33
Wages	35	52
Social Security	6	4
Unempl. Ins-State Aid-Pub. Asst.	2	
Number	51	43

The next village is rural in nature. With farming on the decline, it appears it too will decline in year-round residency, although there is some promise of becoming a summer center.

The final village, again once the benefactor of long-gone industry, is decidedly sub-marginal. Its outskirts, however, contain gracious New England homesteads which have begun to attract out of staters. It is doubtful that this village will see any additional growth; unlike the others, however, its homesteads are readily marketable.

The Libraries

Reflecting the divisions of the town we find Five Corners the proud possessors of five separate libraries. Building-wise, they run from a mid-Victorian red brick Carnegie holdover to the wood-framed New England structure replete with box stove. Several one single rooms and one, due to the hardship of securing a library in actuality, operates out of a home. Collections reflect the same per cent rate as financial support, hours of operation and allied activities. The largest collection exceeds 5,000. The smallest less than 800. Hours of operation run from a high of 18 to a low of 4 hours, with an average of 7 hours. A similar disparity is found in town fiscal support. In the year of this survey, total town appropriations for the five libraries was $6,500. The largest allocation being $3,000 -- the smallest $400.00. Added to this was an almost equal amount of gifts and return from investments and the total expenditures for the five libraries was almost $13,000.

Like most of the libraries studied, every effort was made to provide for the children and students of the town. Several librarians made a real sacrifice to keep the libraries open even for the limited time discovered. Three of the librarians were teachers and the above mentioned home system was the only way one of them could make the books available to students on weekends.

Five Corners does not have a single trained professional librarian. Several, however, by dint of real effort have availed themselves of extension courses. While the level of service is very low, this in no way reflects on the loyalty and dedication of the women who have assumed this necessary duty. Remuneration is the lowest of any town studied. One librarian receives the munificent salary of $200.00 per year. The largest is slightly over $1,000.00. Under the given conditions and with the lack of fiscal and public support, this is truly a labor of love.

A review of the library support in Five Corners would not be complete without the mention of assistance provided by the Women's Clubs and Associations in these small villages. As noted before, contributions equal town appropriations. While this dedicated effort may have had the usual result of beneficience, the reduction in public responsibility, without these gifts Five Corners would have had to eliminate a major portion of them to limited services. Then one reviews the Treasurer's annual report for town meeting, the deversification of support spans the total civic, religious, and several organizations of the town. Also present are the vestiges in the form of dividends of past stock gifts from interested citizens.

The Trustees

Although Five Corners still reflects the New England Town government system, it was surprising to find that only one of the five libraries has elected trustees. The others, all recipients of town funds (however minimal), are administered by either clubs or self-perpetrating bodies. The trustees reflect the stability of this rural New England Town. Length of service averages out to 10 years. While three quarters are women, the males represented on the several boards appear from the interviews to provide needed administrative leadership, particularly in the area of development and maintenance. On the whole, Five Corner Trustees view themselves as policy makers. In most cases, collection decisions and changes in service are left to the librarians.

Because the major portion of the trustees are representatives of a civic or social organization in the town, it would follow that considerable impact could be made upon the citizenry and in extension upon fiscal policy by the parent organization. Unfortunately, this is untrue; while the organizations have provided funds and from their membership the administration of the libraries, little effort of a lobbying nature is evident. In 1901, members of the several boards did participate in the library self study wherein recommendations for centralized cataloging and the employment of a circulating professional were made. Currently ad hoc committee representing the libraries has submitted an application to the State under Federal funds for a grant-in-aid to secure the services of the proposed professional. This voluntary attempt to secure funds for the up-grading of Five Corners is in sharp contrast to a humorous situation existing in this town in years past. Then as now the attraction of someone to act as librarian was difficult. A wealthy, but eccentric lady was prevailed to accept the position which she held for several years. She had, however, several idiosyncrasies which the citizens accepted in return for her service. The first being that when she was absent (she was a world travelor) the library was closed. The second, discovered quite graphically upon her death, was her strange choice of decoration and personal reflections. The good woman having died on a lengthy trip, a delay was encountered in reopening the library. When the trustees entered they noted a complete lack of American symbols, a picture of the Czar in a prominent location and most of the collection missing which was subsequently found in her home. A great part of the collection included books on travel.

Community Portrait - Six

FACTORYVILLE

> We now have the dial telephone system; we miss the down-to-earth service provided by our manual operator system and it will take awhile to adjust ourselves to listening for the dial tone and not the familiar "number please".
>
> Town Manager's Report
> Factoryville, 1967

Factoryville, New England, is an attractive tree-shaded community in the east-central portion of a state on the west bank of the Connecticut River. You can drive north to the next town and avail yourself of a truly fine and scenic interstate highway. You can also, like the citizens of Factoryville, mark the passing of the 100th anniversary of the Covered Bridge. The river bends as it reaches Factoryville and aerial photos or mountain views of the town show a picturesque residential-industrial town nestling comfortably in a valley. The southern part of the town contains the industrial complex featuring a machine tool plant, a rubber plant and a sort of mill yard facility-like setting which serves as the commercial center for easten Vermont, serviced by the Boston and Maine and the Central Vermont railroads.

Settled in 1764 by a grant from Benning Wentworth, first governor of the Province of New Hampshire, the town involved in the jurisdictional dispute between Wentworth and Cadwallader Colden of New York which eventually resulted in the formation of Vermont. In 1777 the first Constitution specifically forbidding slavery in the world was signed in the Constitution House in Factoryville, which today, is a gracious setting for leisurely dining.

Factoryville presents interesting conflicts and differences. Approaching the town from the north down the highway, visitors first see a sprawling, fairly densely populated New England town. Common, parks, old white buildings, etc. appear no different than those in many other New England towns. Once the commercial center is reached, however, the concept quickly changes.

The total population in 1960 was 3,256; 11.0 was the average number of years of school completed by persons over twenty-five. The two largest occupational groups in Factoryville reported in the last census were "craftsmen, foremen, and kindred workers" (175 people) and "operations and kindren workers" (193 people) out of 749 males.

A veritable mini-Pittsburgh appears before the visitor. A turrent of activity faces one from the complex of machine shops and the massive Tire and Rubber Plant.

Historically, this community developed as an industrial town. Guns, spindle bar, chucking machines, and a host of machine tools were invented or developed. The Factoryville Machine Company, the National Acme Company - relics of history today - made the Yankee Swiss and Scot, who normally prefer mountainous districts and who excel in mechanics and engineering, and industrial legend in the gun and machine tool field.

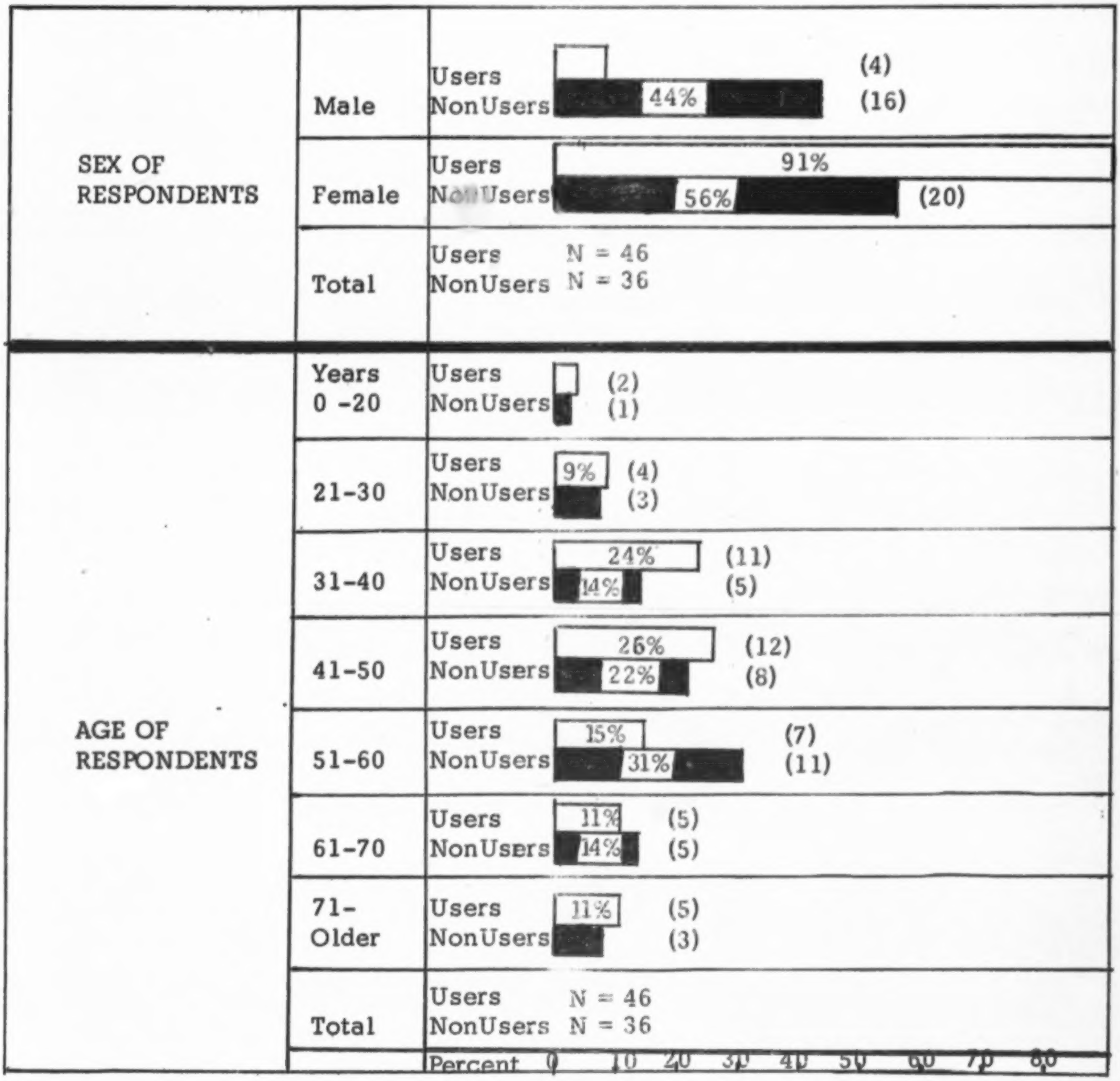
In 1933, Factoryville saw National Acme relocate in Cleveland. Only one tool company was left and the town seemed to have succumbed to the depression. Three years later, a Tire and Rubber Company opened a heel and soling operation that has expanded into a 900 payroll operation. During World War II, the Factoryville plant devoted 40% of its heel and soling operations to military orders -- rubber heels, soles, inflatable life vests, breather tubes for gas masks, and jungle food bags flowed off the production line, and necessary civilian needs were also met. For fifty years, an Automatic Machine Company, a division of a nationwide corporation, now has been developing and selling one of the most effective of all machine tools for high volume production. This manufacturing company builds multiple spindle automatic bar and chucking machines, and the parts or components are universally used. Our cars, even the change in our pocket is coined by dies whose blanks were prepared by the company. Appliances, communications, all have some relation to this machine. New shoe products were also developed here at the rubber plant, which has a research branch for products and processes, including many synthetics and plastics.

The machine tool industry, as it evolved in Factoryville over its one hundred plus years activity, like the Merrimack River mill complexes, formed the housing, street, park, recreation, and civic patterns that exist today. Yesterday, industrial giants in New England were often social and physical planners ahead of their generation - yet, who were often guilty of much human exploitation. The cost for the library and other institutional services of town government to individuals would be much higher but for the very substantial share borne by the local plants. Currently, 915 people work in the machine tool plant. The majority of them are residents of Factoryville, but all citizens of the town are benefited by the company and its products, both directly and indirectly.

Even the culture of towns such as Factoryville, had an industrial base. Factoryville's library would not be as well-appointed and developed as it is today were it not for this afore-mentioned foresight. The library in Factoryville is located on a side street within easy walking distance of the commercial section of the town.

It is a large brick building, well lit and well kept, with easy access for patrons. It receives over $7,000 per year from the town for its upkeep. A review of last year's library expenses in Factoryville give some measure of the amount of service provided the residents. The disbursements can be classified by direct library expenses, building expenses, and miscellaneous expenses. The amount of $3,839.15 for library included $636.17 for books, $38.75 for periodicals, $1,149.60 for the librarian's salary, and $1,879.76 for assistants, and $134.88 for supplies. The balance of the expenses were for the building maintenance (janitor, fuel, water, lights, and repairs) and other expenses (telephone, taxes, and interest payments). The total expenditures for Factoryville was $7,179.67 or a per capita expense of less than $2.00 for library service.

SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN FACTORYVILLE



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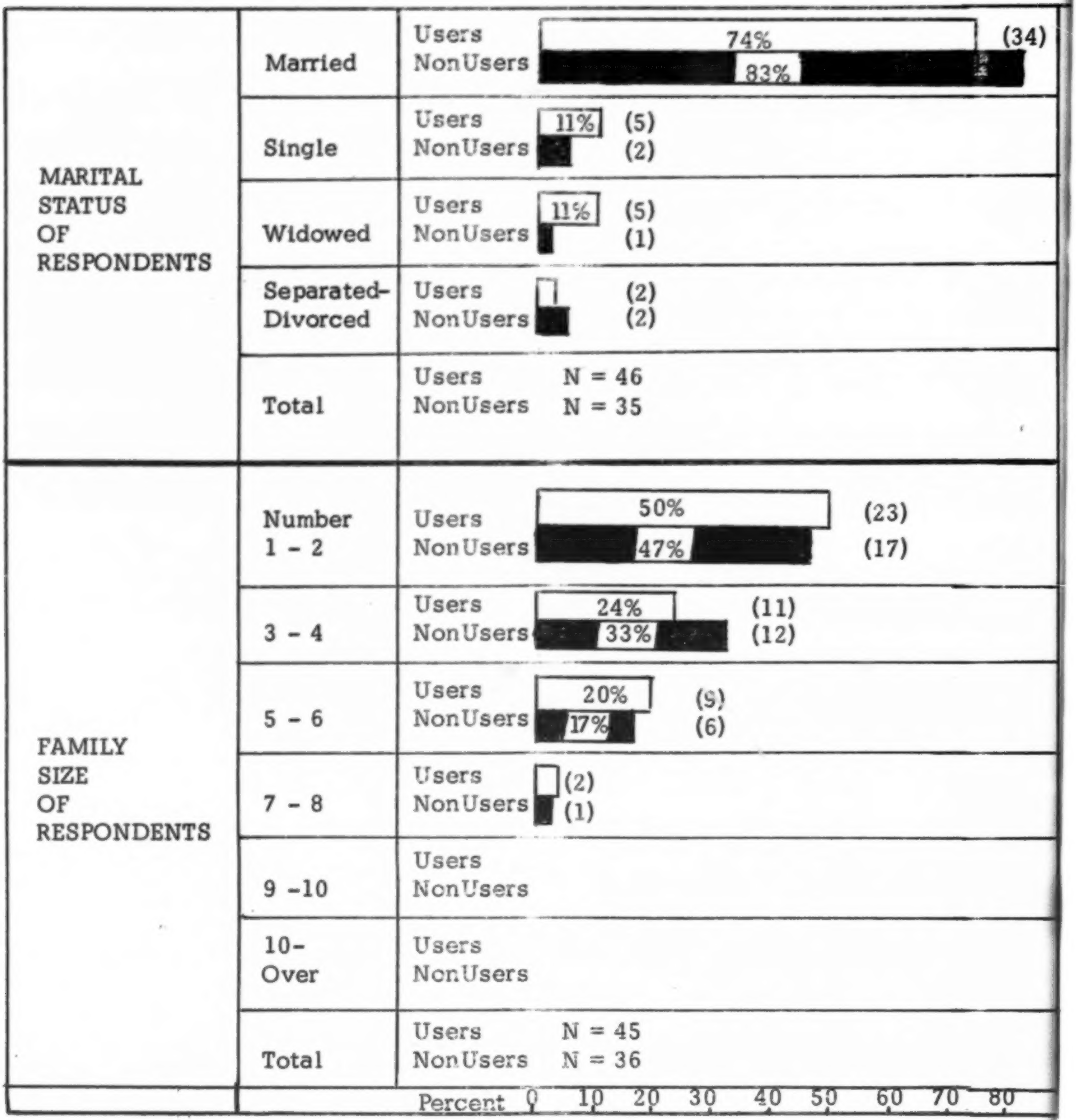

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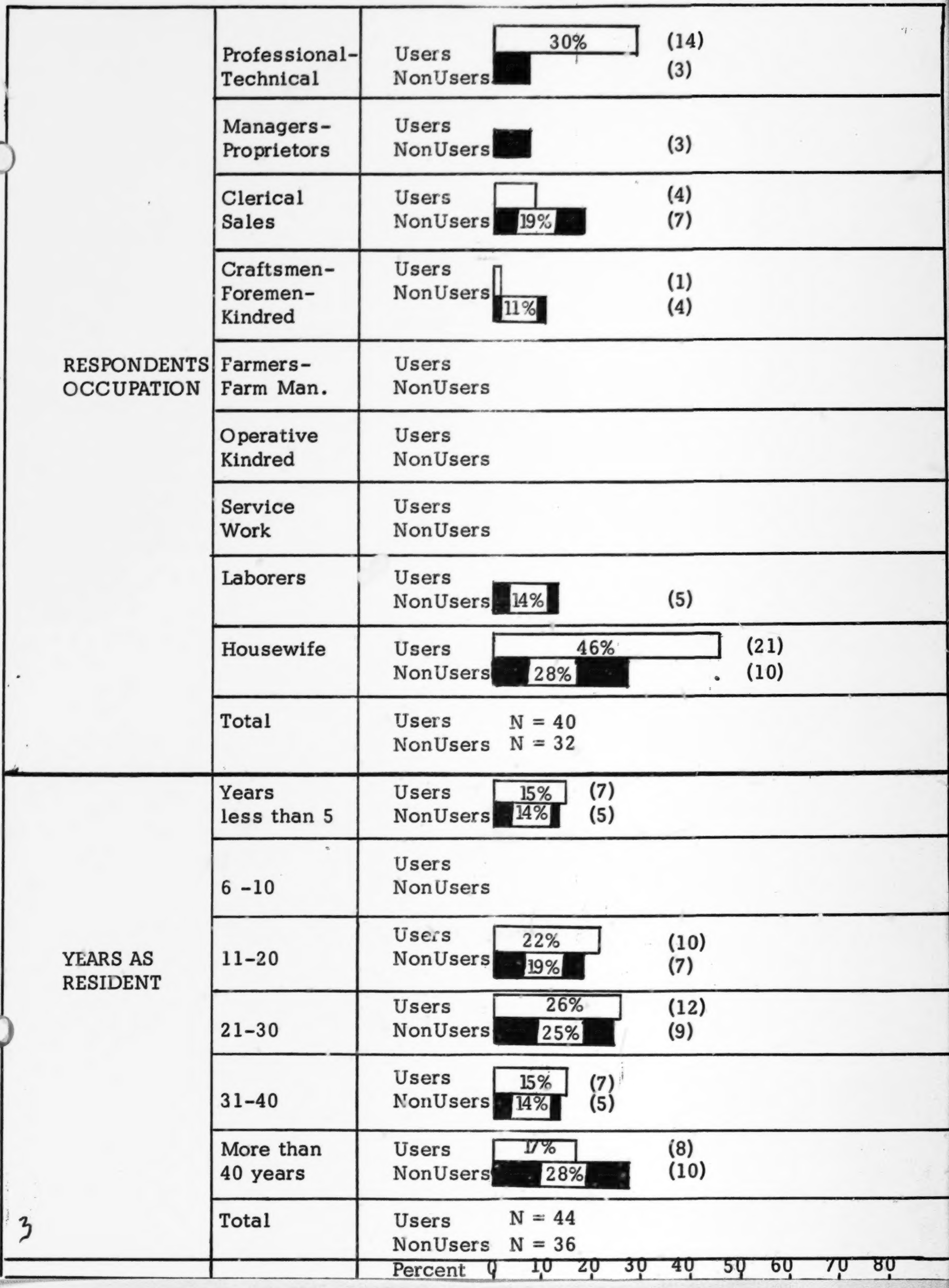

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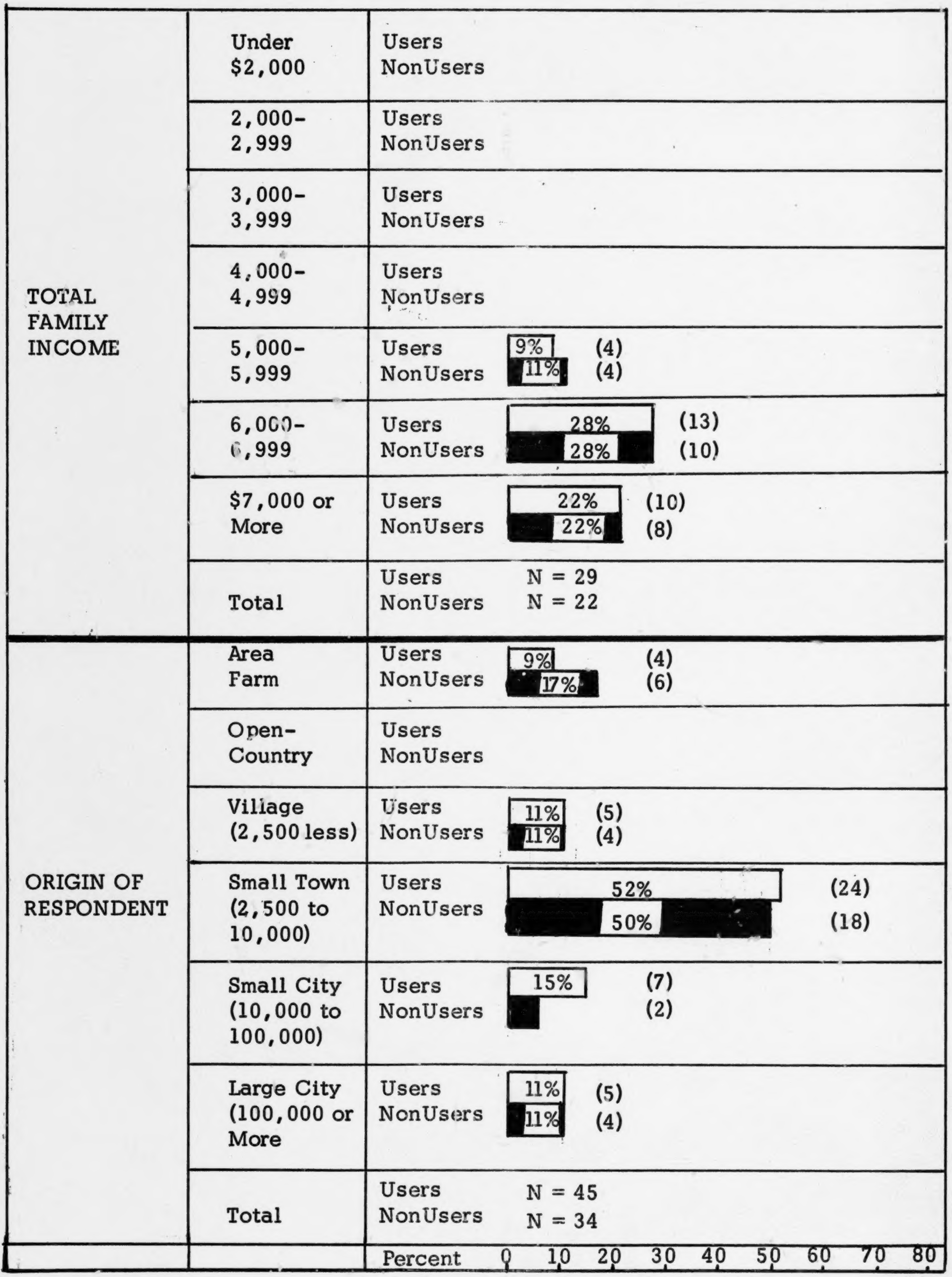
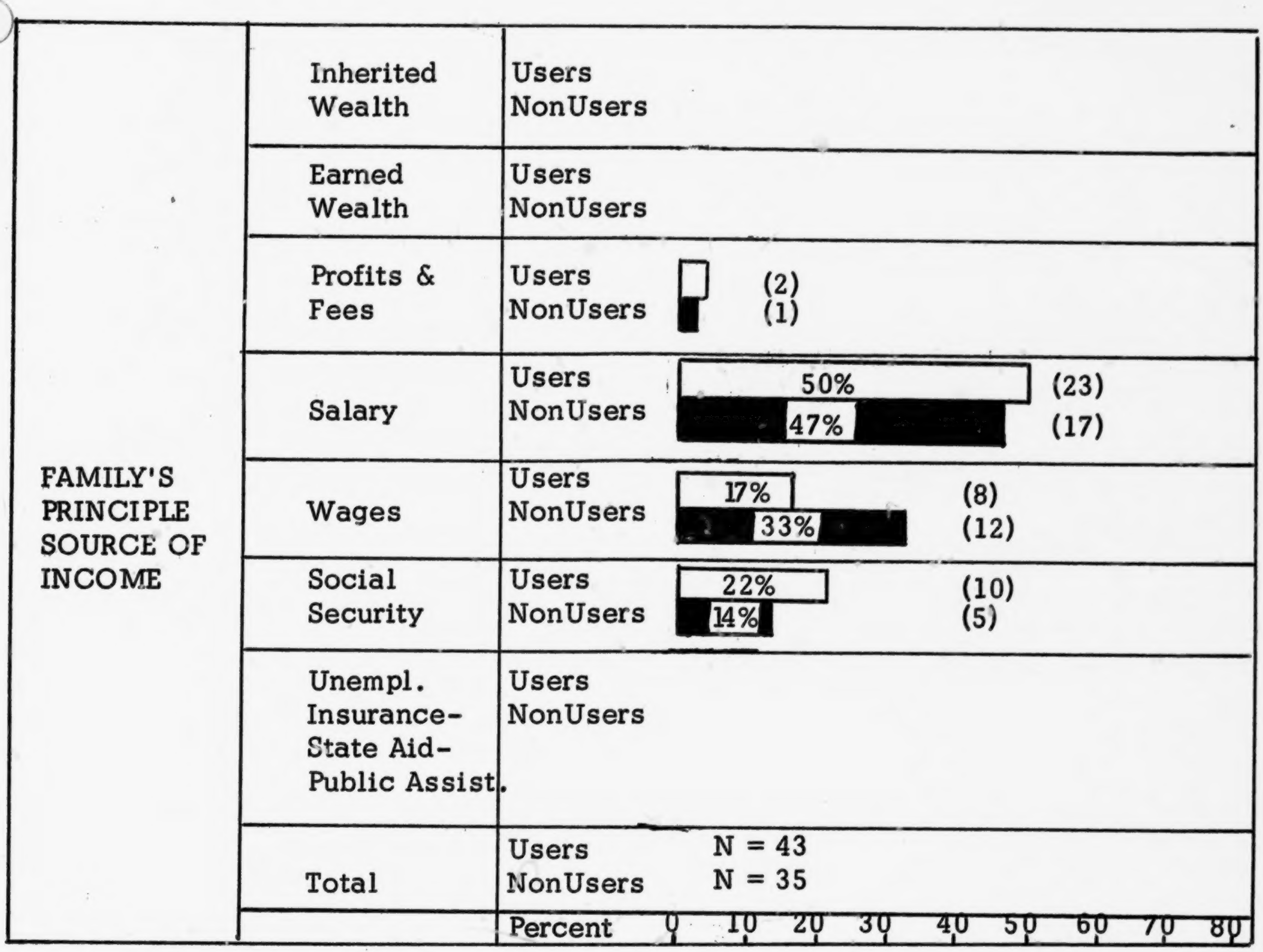
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN FACTORYVILLE



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN FACTORYVILLE



Community Portrait - Seven

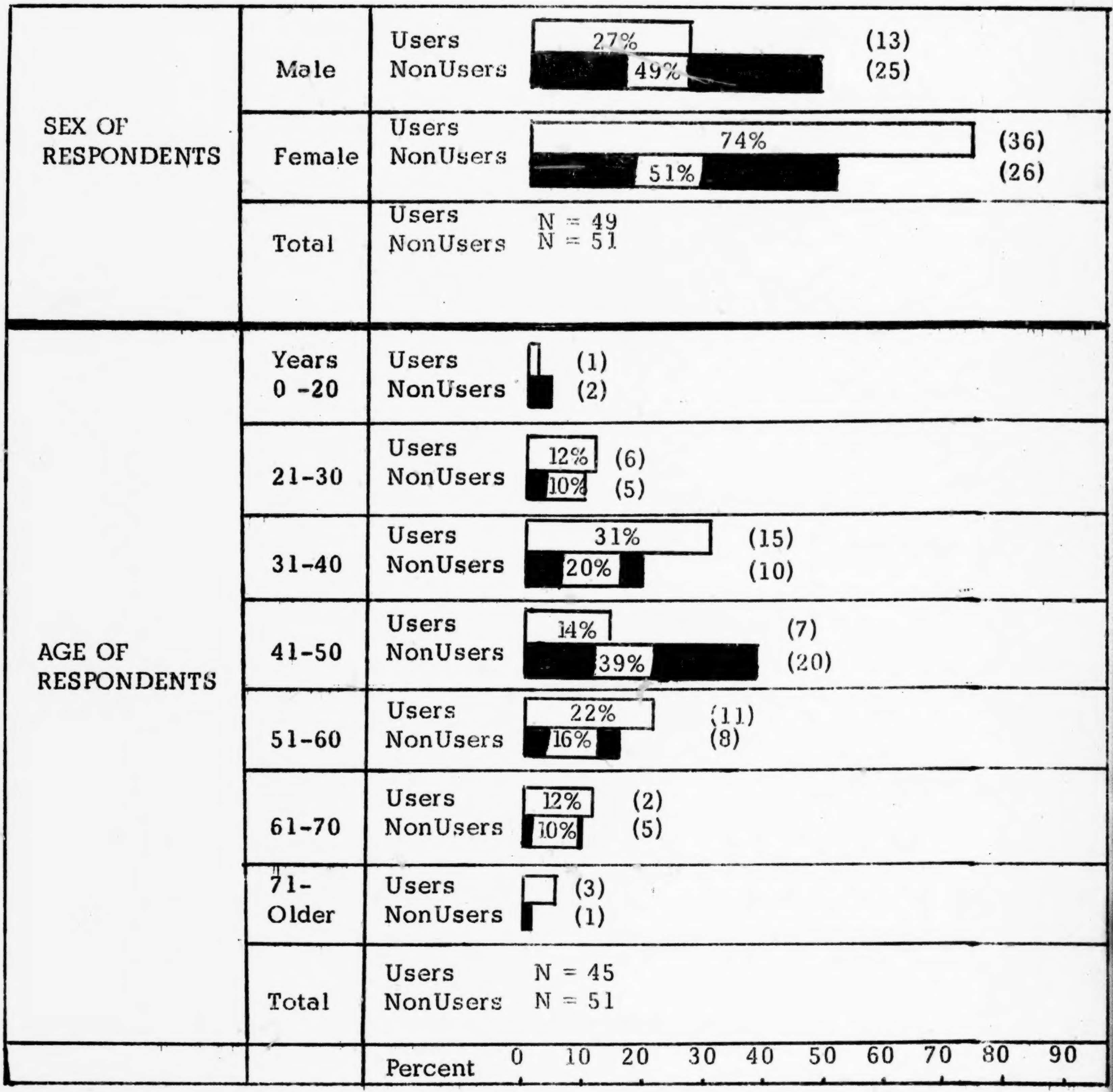
HILL SIDE

The original area for Hill Side was purchased by a group of Massachusetts citizens and divided into several townships shortly after 1800. Several years later when some settlement had been made, the present town was incorporated.

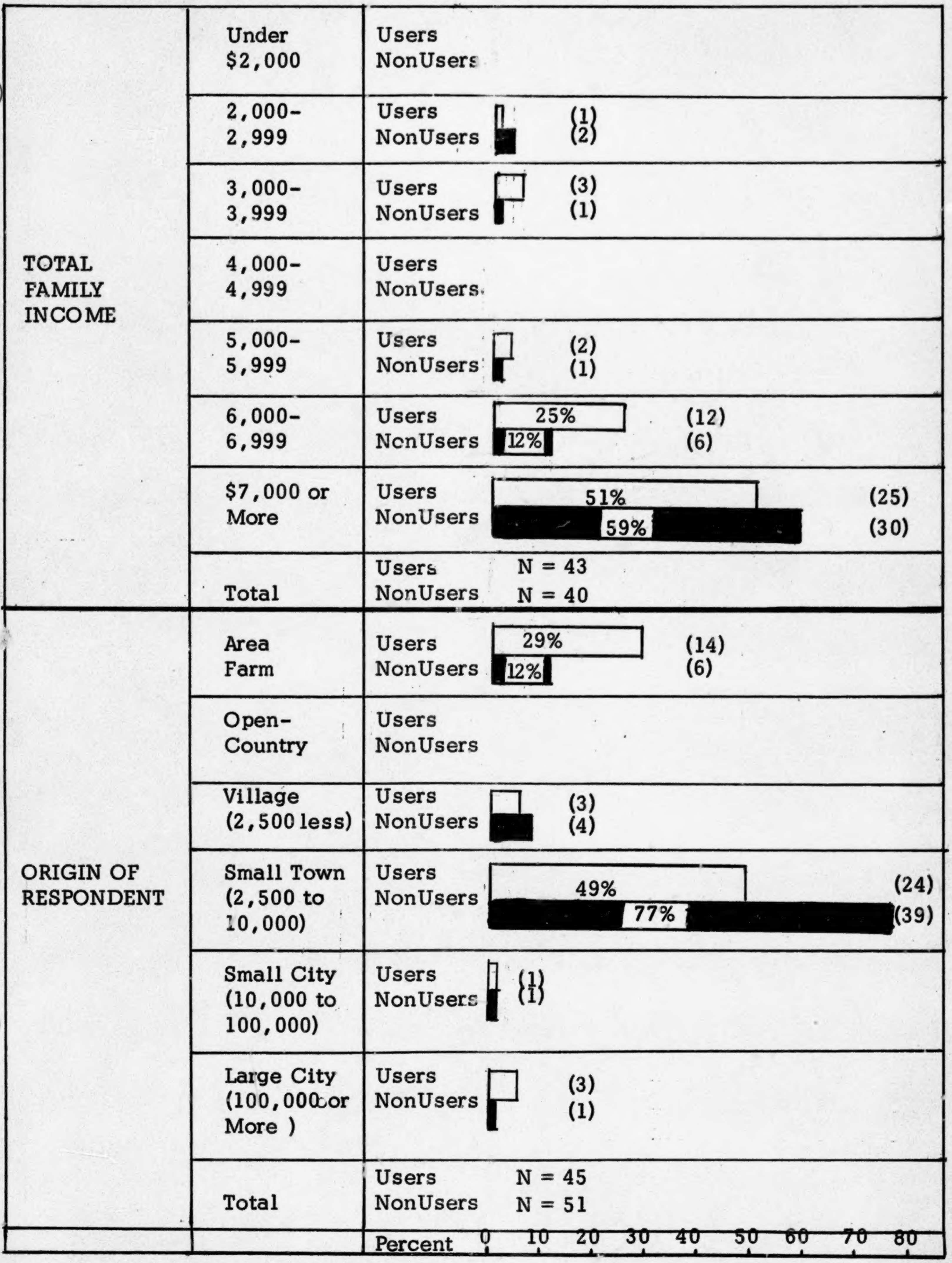
Located in the northern part of New England, the town hugs the steep terrace fronting one of the State's major rivers. Tillage land is practically nil, but the main money crop over the years was hops, and wild hops can occasionally be found growing on deserted farm land today.

This area is primarily based on extensive forest resources. Pulp and paper, sawmill products, and a variety of wood products and leather goods form the principal manufacturing activities. Mineral resources include mica, feldspar, beryl, and gemstone material. The early lumbering combines having all but eliminated the once prolific softwood stands. Then, followed the historical lumber migration westward to the Great Lakes. The many sawmills gave way to small diversified industry finally cumulating recently in a major pulpwood plant in the town across the river. The steep configuration of the land allowed for only limited farming, thereby, negating a stabilized population. The choppers and lumbermen came and went with the opening of new cutting stands. It was not until the advent of the railroad and semi-mechanized harvesting that the town was stabilized. The river that gave power to the mills in the past became the

SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN HILL SIDE



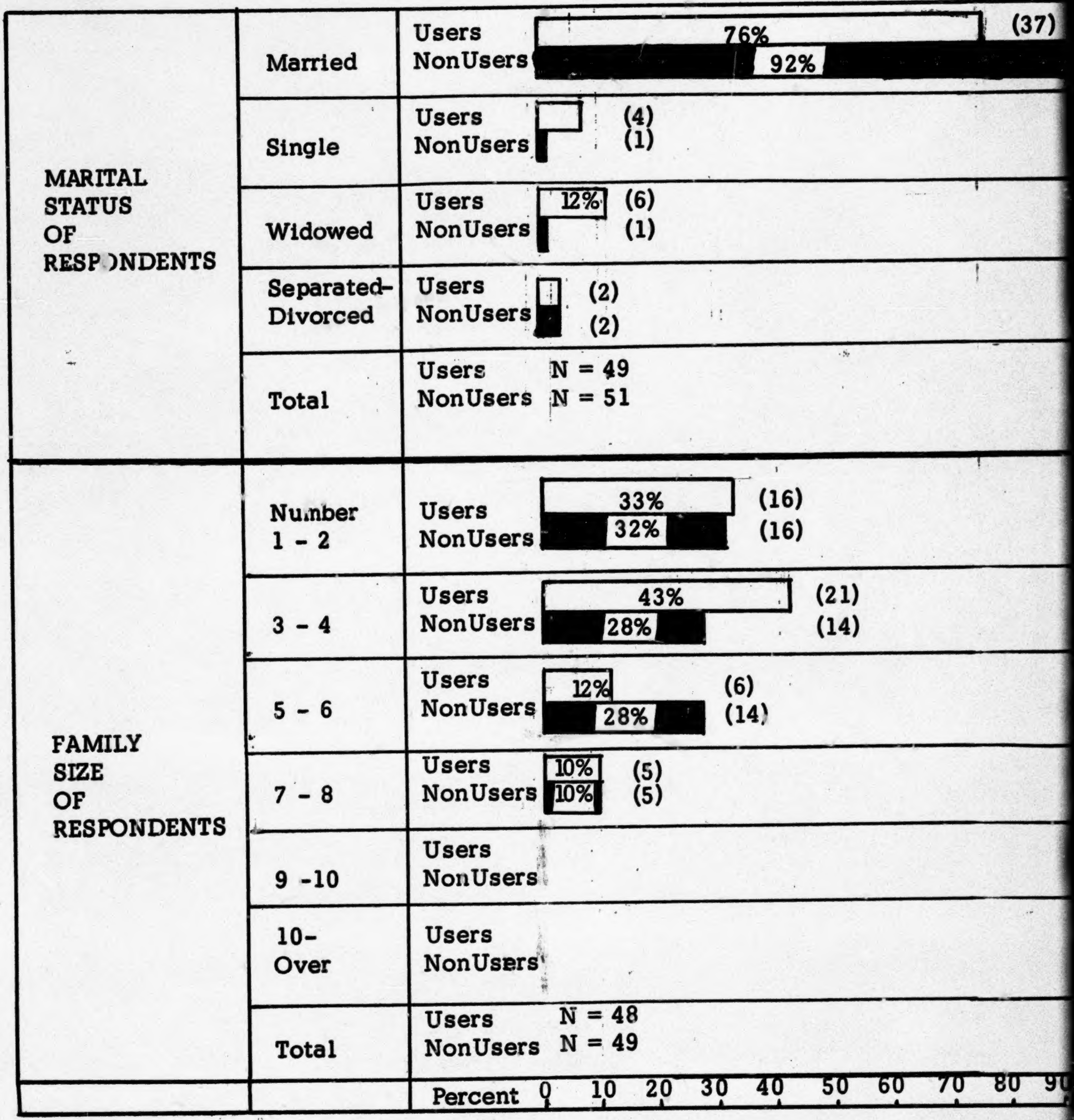
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN HILL SIDE



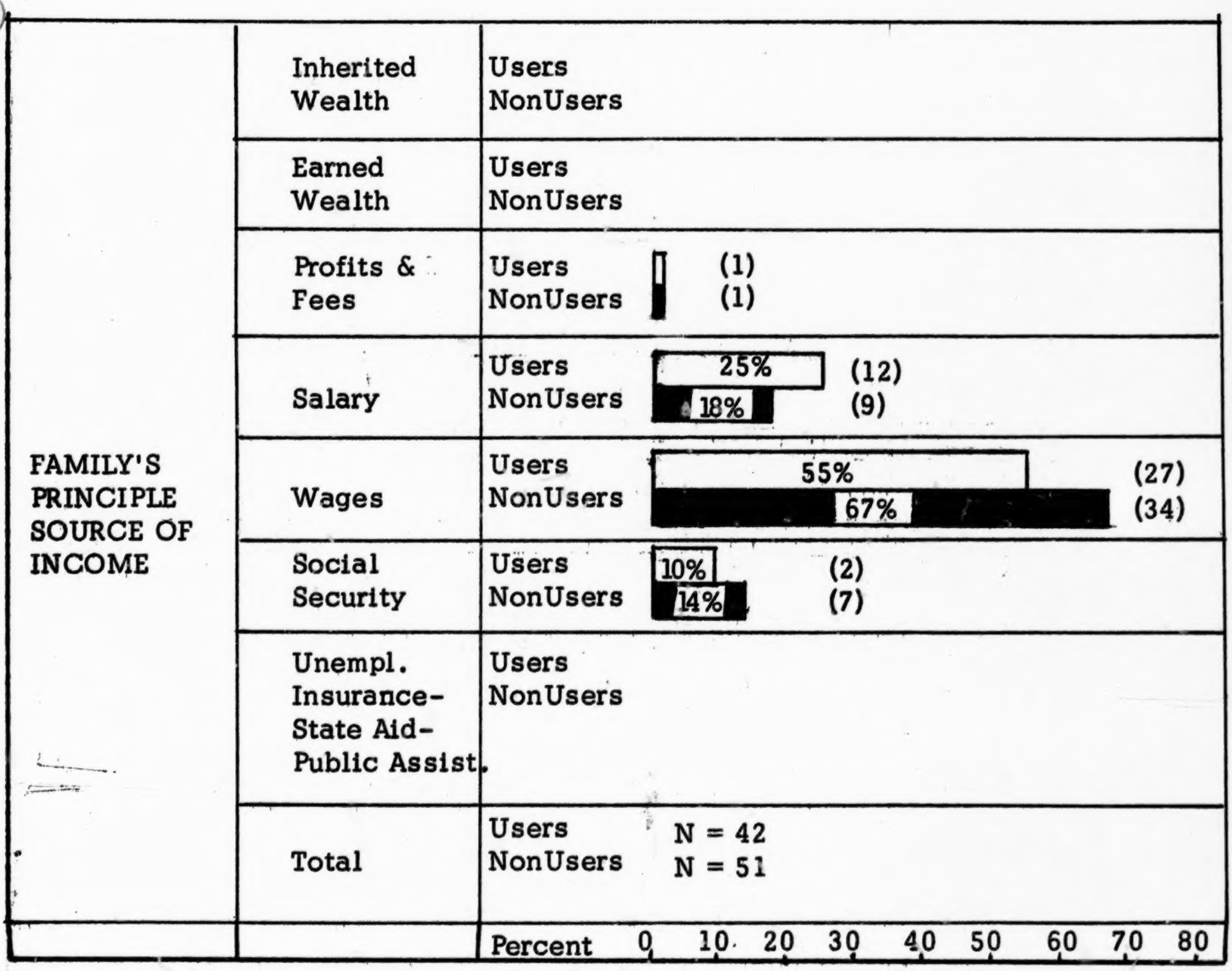
SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN HILL SIDE

RESPONDENTS OCCUPATION	Professional-Technical	Users NonUsers	12% (6) (1)
	Managers-Proprietors	Users NonUsers	(2) (1)
	Clerical Sales	Users NonUsers	10% (5) 20% (10)
	Craftsmen-Foremen-Kindred	Users NonUsers	(3) 12% (6)
	Farmers-Farm Man.	Users NonUsers	
	Operative Kindred	Users NonUsers	(2) 10% (5)
	Service Work	Users NonUsers	(1) (1)
	Laborers	Users NonUsers	(3) 20% (10)
	Housewife	Users NonUsers	53% (26) 30% (15)
	Total	Users NonUsers	N = 48 N = 49
YEARS AS RESIDENT	Years less than 5	Users NonUsers	14% (7) 10% (5)
	6 -10	Users NonUsers	8% (4) (4)
	11-20	Users NonUsers	20% (10) 20% (10)
	21-30	Users NonUsers	16% (8) 22% (11)
	31-40	Users NonUsers	14% (7) 10% (5)
	More than 40 years	Users NonUsers	27% (13) 31% (16)
	Total	Users NonUsers	N = 49 N = 51
		Percent	0 10 20 30 40 50 60 70 80

SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN HILL SIDE



SELECTED SAMPLE CHARACTERISTICS OF RESPONDENTS IN HILL SIDE



central source of habitation. Swift running, it provided a ready waterfall for both long and short log drives.

The businesses within the confines of Hill Side presently, are mercantile and services. The major source of income for residence is a large pulpwood industry across the river in the next town. The town in actuality is residential for the workers in the above mentioned industry.

The town is quite evenly divided among the French-Canadian, English, Scotch, Irish and Lithuanian - a normal reflection of those nationalities associated with the lumbering business. There has been little cultural diversity due, in the main, to the single occupational status of the citizens. What diversions there are, are reflected in church affiliation. Research reveals, however, that public office, in the main, is held by those of Scotch and English decent.

While statistics reflect a population increase of some 900 from 1950 to 1960, closer scrutiny reveals that there was an out-migration of 700 citizens; primarily, in the 18 and 30 bracket. This is due to the single occupational status and the desire for the younger generation to better themselves. The increase is primarily from new workers moving to the recently constructed pulpwood industry. The town itself, mainly residential, has in the last ten years begun to deteriorate quite badly in the physical sense. To this end, under a town manager form of government, a survey has been recently concluded with hopes of attracting urban renewal to eradicate or, at least, to rehabilitate some of the so-called distress areas.

The areas needing improvement encompass a good portion of the main or business district. In order to take necessary steps, a recent townmeeting put before it on its warrant, the need for zoning. The citizens, the town officials, and the selectmen, seem to realize that zoning along with a sewage disposal plant is a must if they are to stand the physical decline already well-advanced.

The town has recently joined with several others to construct a new central school. This long-needed educational plant places a great burden on a town with such a limited tax base. Nevertheless, despite mounting costs unforeseen in the original cooperative school venture, the citizens have willingly borne their share of finances, currently, six times that of the next highest town. While the cost of living in Norther New England continues to rise, the pay scale of a major industry, lumbering, has remained substantially low. This is reflected in the property and real estate holdings of mainly the lower class. While much needs to be done, the town, despite its problems, has recognized the need for competent administrative leadership and has for several years past, employed a professional town manager. A great many steps taken to reduce the town's economic and physical decline may be credited to this man and a dedicated Board of Selectmen. With the present school system absorbing over 51 per cent of the local revenue, with the mandate construct a new sewage disposal plant in the near future, the outlook for increase library support seems dim.

The Public Library

The Hill Side library is a wood-framed building constructed in the early 1920's.

Ten years ago, an addition was completed and the basement decorated for a chilren's room and complete marionette theatre with stage and seats were added. Recently a new heating system was installed and the building was extended. Off-street parking space is available behind the building. The structure and grounds of the Hill Side Public Library, part of the civic center along Main Street, is an attractive asset to the town's community facilities.

The library is neat and attractive both on the exterior and interior. The book collection is over 11,000 with a circulation of only twice that amount annually. Its greatest strength is in the area of history and student reference. The library has in the past provided a great service to the school system by the establishment of and serving of three classroom libraries on a regular basis. In fact, for a small library, the efforts on behalf of the children of the town are exceptional. Circulation figures reveal that juvenile use is almost twice that of adult. A children's library is employed along with several teenage library aides. During the year, over 20 story hours are conducted with several teenage library aides for the average attendance of 40. In this study, this is exceptional and far beyond the attendance of many libraries in financial conditons. The children's room has also a small marionette threatre and presents an average of some 20 plays each year. Throughout the whole survey, the interviewer noted the emphasis placed on providing the best service for the town's youngsters.

The library is open 23 hours each week.. This included four evenings from 7 to 9 p.m. While the book budget is modest, only $1,800 per year, the collection on the whole reflected wise spending. For such a small library with a minimal budget, the staffing is excellent. It includes: a librarian, an assistant, a children's librarian and seven aides all paid for out of the appropriated budget of $5,500 per year. The librarian, an ex-school teacher, is employed by out-of-town appropriations. While she has held this position only two years, she has already attended summer institutes and is taking correspondence and satisfaction in her work, particularly, her devotion in assisting the teenagers. While her time is spent in the main in the routine duties of reviewing, cataloging, etc., important time is devoted to instructing the children to use reference materials. This has been of paramount importance due to the paucity of library resources in the high school. Judicious use is made of state resources, and apparently, a close rapport exists between the state system and the town.

The low adult interest in the library is evident in the minimal yearly gifts to the library either in books or money. Were it not for a particular club, from which the trustees are drawn, and which contributes liberally for its size and net worth, gifts would be almost non-existent.

The Library Trustees

The Hill Side Board of Trustees consists of five women chosen to serve for two years from a self-perpetrating library association. This association is comprised, in the main, of a Women's Club which has as one of their main interests, the support of the library. It appears that the total administered responsibility for this library has been granted to this group willingly by the citizens of the town. Although, the major source of support is tax money - the association hires the librarian, prepares and administers the budget and expends the same. This is a most unusual method of operation for northern New England where fiscal prerogatives are usually jealously guarded. Whether it is due to a lack of interest in the library by the adult citizen is not clear, the association is a de facto organization and has served for a considerable period of time and the citizens appear, generally satisfied with the operation of their library. Stability is shown in the length of service of the present board members - the longest being 25 and the shortest being 2 years. The board meets officially three times a year and the interest of the trustees is such that the total board membership has been present at the majority of meetings. The Board itself realizes that the citizens have little interest in the activities of the library and feels that there is little that can be done to increase it. The Board feels, on the whole, that they are doing a good job with the money available and the lack of reading public. As an example, several of those interviewed concur that there is no real need to open a library on Saturdays. The children are well served in the classrooms through the library deposits and by the after school and evening hours. While most trustees in the study bewail the lack of space, the recent addition and renovation of the basement has, they feel, met their needs for the future. Like most trustees interviewed, they have little idea as to the strength and weaknesses of the collection. They feel, and rightly so, that the librarian does a good job, is knowledgable, and should be given the latitude to develop the library as she sees fit, particularly in an area of volunteer trustees such as they operate in. There appears to be a close working relationship between the chairman of the board and the librarian. Perhaps, this particular group of trustees is closer allied to the library than most, in that the club which reflects their membership, meets in the library quite often. Because of the economic condition of the town, visible to all and an assumption can be made that many of the trustee's families are made painfully aware of this by virtue of being caught up in it. There is little hope of raising fiscal support. Most trustees feel that a town more than fulfilled its obligation by the last addition to the library. All take justifiable pride in the work being done with the young people. When one notes the annual population drain of the young people leaving the area, this is all the more commendable. With the only jobs available in the mill, the town appears to make a great effort in preparing their children to seek successful employment elsewhere. The new school, the effort of the library - all point in this direction. These self-appointed women, all housewives, ranging from 21 to 72 years of age, have been the major force behind providing the town with the library services they presently have available.

Community Portrait - Eight

FARM TOWN: A BORDER TOWN?

> Most citizens may not know of the vandalism that struck our library last fall. The large windows were damaged by cutting on the outside so they must be replaced. During the library hours inside apparently isn't safe from mischief either. Parts of the Christmas decorations this past season were taken from three separate areas in the library. Four nearly new books disappeared from the shelves last year, they were not checked out nor returned.
>
> Town Meeting Report
> 1967

Farm Town, the northernmost area under study, was founded by settlers who made their names in the wilderness in the early 1820's. It was not until shortly after the termination of the Civil War that this border community was incorporated as Farm Town.

Geographically located in the North Central portion of the northernmost New England State, Farm Town lies hard by the Canadian border. Rolling hills, yet with large areable tillage land, it still has within its confines fine stands of pine. The original settlers came to cut and saw timber while at the same time, taking advantage of the rich soil to "put in" family crops. Like so many other self-contained towns, Farm Town lived of and by itself until the railroad pushed north opening markets for their crops and lumber. The

SELECTED CHARACTERISTICS OF RESPONDENTS IN FARM TOWN

Characteristics	Library Users	Library Non-Users
SEX		
Male	16%	53%
Female	84	47
Number	43	47
AGE - YEARS		
0-20		
21-30	12%	9%
31-40	44	23
41-50	19	15
51-60	14	30
61-70	5	13
71-Older	7	11
Number	43	48
MARITAL STATUS		
Married	91%	89%
Single	2	4
Widowed	2	4
Divorced-Separated	5	2
Number	43	47
FAMILY SIZE - NUMBER		
1-2	16%	47%
3-4	47	32
5-6	28	15
7-8	7	6
9-10	2	
10-Over		
Number	43	47

SELECTED CHARACTERISTICS OF RESPONDENTS IN FARM TOWN

Characteristic	Library User	Library Non-User
OCCUPATION		
Professional-Technical	23%	4%
Managers-Proprietors	2	6
Clerical Sales	19	17
Craftsmen-Foremen-Kindred	2	2
Farmers - Farm Man.	5	13
Operative Kindred	2	6
Service Work	7	6
Laborers	5	17
Housewife	33	26
Number	42	46
YEARS AS RESIDENT		
less than 5	7%	6%
6-10	19	9
11-20	16	15
21-30	9	15
31-40	26	17
More than 40	23	38
Number	43	47

SELECTED CHARACTERISTICS OF RESPONDENTS IN FARM TOWN

Characteristic	Library User	Library Non-User
ORIGIN OF RESPONDENT-AREA		
Farm	44%	53%
Open Country	7	4
Village (2,500 less)	12	15
Small Town (2,500 to 10,000)	33	23
Small City (10,000 to 100,000)	2	2
Large City (100,000 More)	2	
Number	43	44
TOTAL FAMILY INCOME		
Under $2,000	5%	4%
2,000-2,999	2	9
3,000-3,999		4
4,000-4,999	12	
5,000-5,999	12	9
6,000-6,999	7	13
7,000-More	60	58
Number	41	45
FAMILY'S PRINCIPLE SOURCE OF INCOME		
Inherited Wealth		
Earned Wealth	2%	2%
Profits & Fees	7	19
Salary	44	21
Wages	28	38
Social Security	9	13
Unempl. Ins- State Aid- Pub, Asst.	2	2
Number	42	45

people of Farm Town are Anglo-Saxon origin, and some from other parts of New England.

Farm Town is the only agricultural community included in this study. The area represents some of the most successful potato farms in a state noted for this staple vegetable, but it has been a few years since they have had a good productive year. Although small in population, 1,500, the town looks forward to each autumn when the schools close to permit the children to help their families pick potatoes. Farming is the main occupation, and potato farms are the pride of the town as they spread out from the center of the main street. This small New England Community isolated from the rest of New England has drawn strength and accomplishment from within. Though diminutive, it boasts professional municipal direction in the form of a Town Manager. While many populous New England Towns have recently battled for cooperative schools, Farm Town has been a member of one for many years. Its municipal and service buildings, the Library, health center, fire station, Town Offices, and High School are new and efficient. Its services to its youth include a recreation commission with ideal facilities. In an era when size for the purpose of providing more of an efficient service is all too often the objective, Farm Town has become almost self-sufficient due to the civic pride and determination of its residents.

The Library

Farm Town, like so many of its rural counterparts, founded its library in a single room with a book collection donated by interested citizens. Ten years later at the close of World War II, the legacy of a town citizen provided the funds to construct a new building, that was completed in 1952. This single story building of brick construction; the interior is divided into a children's and adult's reading areas, both of the sections have extremely poor acoustics.

Currently the book collection exceeds 10,000 with an annual average increase of 400 books. The minimal budget of $1,500 is supplemented by book gifts from interested citizens. The circulation is currently over 13,600 with a division of use of 4,881 adults and 8,719 juveniles, An excellent figure for the 1,260 registered borrowers from Farm Town and several surrounding villages. The staff presently numbers three with two adult aides. The librarian has four years experience. The Library is open each week for two afternoons, four evenings and Saturday. Students make excellent use of the Library as the current high school facilities are limited. Unlike most of the libraries in the survey, this one reflects a split of 1/3 non-fiction and 2/3 fiction. The greatest weakness lies in the area of science and literature. The librarian feels a need for allied programs but is not sure how to stimulate interest. Like other rural communities studied, Farm Town makes a determined effort to serve the youth, their greatest users. To this end, collections and physical expansion is being considered. There is a feeling that the adults have little interest in the library personally, but encourage their children to use it.

This is borne out in the circulation figures. If the library in recent years has been able to serve the town and surrounding communities successfully, then they have achieved their purpose.

Three of the most recent Town Meeting Reports contained these observations on service:

> Our records show that 416 new books were put into circulation nine of these were Memorial books, 2 were purchased with a donation from the 5th grade at Fort Street School, when they visited during National Library Week in April. Each year shows increased costs for books, making it more difficult to get many types of books we should have to help students with school work, and still keep new reading for all to enjoy. There were 51 books discarded or lost and 2 lost in past years were found and returned.
>
> We have marked one book rack for displaying the latest Memorial Books. Our thanks to the many individuals and organizations for the 1965 donations to this shelf. The borrowers register shows 190 new cards issued, 126 for Farm Town, and 50 for residents in other communities.
>
> Our extra activities for the year included a book display in Wights Store window National Library Week. The tea one evening of that week was sponsored by the Literary Club. In September, we were host library for the Library Round Table Meeting for this area. The visiting Librarians and Trustees were very impressed with our lovely modern building.
>
> February 17, 1966
>
> Our year's records show we have 160 new borrowers registered, Farm Town 98. The circulation was 4,881 adult, 8,719 juvenile, making a total of 13,600 books. We purchased 400 new volumes, of these were 23 Memorial Books.
>
> There were 105 volumes of discards and lost at inventory time. Each year we have to 'weedout" old unread books to make room on our crowded shelves. We would like to have some form of

activity or parties on holdiays for some age groups, but due to the expense of extra help and materials this has not been possible. Maybe the future will bring on a solution.

As all citizens should know, we invite you to come to your library. We would like to have the teachers come in and see what we have, this would help both the students and librarians. A number of teachers at Fort Street School have taken collections of books to classrooms for students to enjoy reading at School.

February 15, 1967

In this sixteenth year, our opportunity for what we hope is the beginning of some interior changes in the library. We started with new fluorescent lighting in the stacks and adult reading room. Through the Centennial Fund, the addition of more bookcases in the children's room and a new file card cabinet have been given to us. We are very grateful for these items because of the great need for them at this time.

Our borrowers registration totaled 109 this past year, 68 Farm Town citizens. The circulation of books was 4,250 adult, 6,518 juvenile, making a total of 10,768 plus the periodicals that are circulated. Discards and lost books totaled 90. Three hundred thirty one (331) new books were purchased, this includes the set of New Book of Knowledge as reference material, and 27 Memorial Books were given to the library. We also thank the people who gave us used books. What could be used here were kept and the others passed onto other sources to be used.

February 27, 1968

Farm Town like other rural communities recognizes its library problems and attempts to do something about them.

Community Portrait - Nine

EASTON

Set aside, for the casual tourist and the omnipresent seagull, are lonely stretches of the great barrier reefs of the Atlantic Coast, which provide magnificent sheltered beaches. Easton was not fortunate, and it has rocks - the famed "Rock-Bound Coast" is not poetic license. But, it has its lonely stretches where only tourist and seagull meet.

The way to Easton is such a way. Traveling the highway to the State Capitol is easy, but leaving the turnpike for narrow and hilly roads east toward the Ocean is more difficult, even though there are blueberries and forests. Along the road, as one approaches Easton, one passes several fishing villages, where there is the memorial bridge to a famous Island in the Canadian Territory where a former President would steal a few days rest every summer. Finally, Easton, the most northeastern city in the United States and only a sight away from the line-changing Eastern Standard time to the Atlantic Standard time.

Your senses come alive in Easton through the odor of sardines and brine, or the sound of herring gulls soaring over the ancient wharves while mammoth tides pull away from the shore.

Easton is located on an Island near the Canadian border. Its early history is tied closely to its neighboring town's. Originally, in 1790, the towns were incorporated together. However, basic differences in their character caused them to split and become separate communities in 1811.

Both communities competed for control of the State's sardine industry, and the retail trade of the Passamaquoddy area. By 1871, Easton's neighboring town was almost a ghost town, while Easton thrived. Easton held control until 1924 when its rival bought control of a million dollars worth of sardine property in Easton. Easton's rival had saved its money while Easton had been more "sporty". Easton began to decline.

Easton's estimated 1966 population of 2,172 makes it the smallest city in the State, but when the charter was granted in 1893, there were slightly more than 5,000 people necessary to qualify it as such. In 1960, thirty-seven per cent of Easton's 670 families were living on less than $3,000 a year, the national poverty index. From 1940 to 1960, Easton's population dwindled 3,300 to 2,500. In the first six years of this decade it dropped another 300.

Today, there are only two operating canneries in Easton and the population has dwindled to 2,100 people. FOR SALE signs dot the main street. The old houses still hold their charm, but a disturbing air of emptiness surrounds them - the emptiness of a declining town.

Easton, a name famous in annals of summer in all the cities of the north, is site of the famous tidal power project where one is conveniently ferried about in the area. This community is a veritable paradise for swimmers, fishermen, and artists.

Economically, Easton has had serious problems. In its early days, it was like so many other New England Ports. Smuggler's Haven, but basically, it has fish, and a fish product oriented economy. During the past decade, Easton has developed into a small industrial type community with products such as Mother of Pearl Essence, fire-eating foam, fish meal, animal food, and of course, canneries starting up. This totals 90% of the town's industry, though Guilford Industries is a modern textile mill which could change this percentage.

There are many areas of the town where abondoned and deteriorating buildings create a scene to catch an artist's eye, but which pains the social and physical planner. Despite what seems to be developing decay, two new buildings have appeared. Tourism is a summer income factor, but not to the degree it once was. The summer visitor tends to be a summer resident, though the casual tourist does occasionally find his way this far east.

To the west, is the famed Indian Reservation. The Passamaquoddies, or Openangos, were a branch of the Etchemin Nation who took over the territory of the Micmacs immediately before the arrival of the French discoverers. They were never very numerous and perhaps, seem to have almost as many people today as they ever had.

The Memorial Library is located on the western end of the commercial center of Easton toward the more tree-shaded section of the city. This library is a fine building, built some 75 years ago with funds donated by a former resident of the town, and supplied with $1,000 per year by the city from its tax funds. Since the facilities of the Public High School are inadequate, a cause for non-accreditation of the school, the library has to supply more than its share of school library resources. This is done, thanks to the efforts of the trustees and the librarian, even under the limited resources at their disposal.

The lack of a newspaper in Easton, or even of a correspondent with the nearest paper, causes information- dissemination problems. The school department has recently undertaken Adult Education courses, including an Equivalency course, but all the students involved are not fully aware of the library services and availability of resources.

SELECTED CHARACTERISTICS OF RESPONDENTS IN EASTON

Characteristic	Library User	Library Non-User
SEX		
Male	12%	47%
Female	88	53
Number	49	30
AGE - YEARS		
0-20	2%	3%
21-30	8	13
31-40	29	20
41-50	27	17
51-60	8	20
61-70	20	7
71-Older	6	20
Number	49	30
MARITAL STATUS		
Married	84%	80%
Single	6	7
Widowed	8	13
Separated-Divorced	2	
Number	49	30
FAMILY SIZE - NUMBER		
1-2	41%	43%
3-4	27	27
5-6	25	20
7-8	8	10
9-10		
10-Over		
Number	49	30

SELECTED CHARACTERISTICS OF RESPONDENTS IN EASTON

Characteristic	Library User	Library Non-User
OCCUPATION		
Professional-Technical	22%	10%
Managers-Proprietors	4	10
Clerical Sales	14	10
Craftsmen-Foremen-Kindred		7
Farmers-Farm Man.		
Operative Kindred	2	3
Service Work	4	10
Laborers	12	27
Housewife	41	20
Number	49	30
YEARS AS RESIDENT		
less than 5	14%	7%
6-10	4	10
11-20	22	13
21-30	20	17
31-40	16	10
More than 40	22	43
Number	49	30

SELECTED CHARACTERISTICS OF RESPONDENTS IN EASTON

Characteristic	Library User	Library Non-User
ORIGIN OF RESPONDENT-AREA		
Farm	4%	3%
Open Country		3
Village (2,500 less)	6	20
Small Town (2,500 to 10,000)	59	57
Small City (10,000 to 100,000)	16	10
Large City (100,000 or more)	14	7
Number	49	30
TOTAL FAMILY INCOME		
Under $2,000		3%
2,000-2,999	8%	
3,000-3,999	4	3
4,000-4,999	2	7
5,000-5,999	6	7
6,000-6,999	20	3
7,000-More	38	44
Number	49	30
FAMILY'S PRINCIPLE SOURCE OF INCOME		
Inherited Wealth		
Earned Wealth		
Profits & Fees	10%	7%
Salary	45	37
Wages	22	30
Social Security	18	17
Unempl. Insur.-State Aid- Pub. Asst.	2	10
Number	49	30

CHAPTER 5

THE PEOPLE SPEAK: DESCRIPTIVE STATISTICS OF LIBRARY SURVEY

This chapter of the report will be concerned with a presentation of the frequency distributions of responses to the various questions asked in the survey interview schedule. It will not be an analytical presentation; that will be undertaken in the succeeding chapters. This chapter is entitled "descriptive statistics" because it is through the presentation of this data that the sample studied may be described. The data is reported by total number of respondents for nine northern New England communities in the States of Maine, Vermont, and New Hampshire. These descriptive data will be presented in sections in the order of (1) background characteristics of respondents, (2) reading behavior characteristics of respondents, (3) ownership and home use of reading materials, (4) knowledge of library facilities and services, (5) use of the library, (6) children's use of the library, (7) library experiences, and (8) respondent attitudes toward the library. Respondent data provides a general description of the survey data by number and per cent of responses to each question asked in the survey.

Background Characteristics of Respondents

This first section reports the background characteristics of respondents and includes: Frequency distributions by sex, age, marital status, family size, head of household, number of children in school, occupational status, source and amount of income, years of residence, type and size of hometown, education, location of dwelling unit, and type of house.

[illegible] of House.

Of the 744 respondents in the study, 298 were heads of households interviewed, and 413 were wives of heads of households. There were no cases where the above information could not be ascertained.

In Table 5.1 below, the frequency distribution of age in given for the groups studied. There were no cases where the data was not ascertainable.

TABLE 5.1

FREQUENCY DISTRIBUTION OF RESPONDENTS BY AGE

	Years							
	Under 20	21-30	31-40	41-50	51-60	61 and over	No Response	Total
Number of Respondents	25	80	170	184	137	96	57	749
Per Cent	3	10	23	25	18	13	8	100

There was a total of 524 female and 225 male respondents interviewed in the study. There were no cases where the interviewer failed to identify the sexual characteristics of the respondent.

TABLE 5.2

FREQUENCY DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

	Marital Status						
	Married	Single	Widowed	Divorced	Separated	No Response	Total
Number of Respondents	607	53	65	16	6	2	749
Per Cent	81	7	9	2	1	0	100

In Table 5.2 the frequency distribution of respondents by marital status is given. There were 2 cases where the data was not ascertainable.

In Table 5.3 below, the frequency distribution of respondents by size of family is given. There were four instances where this information was not ascertainable.

TABLE 5.3

FREQUENCY DISTRIBUTION OF RESPONDENTS BY SIZE OF FAMILY

	Size of Family						
	1-2	3-4	5-6	7-8	10 or over	No Response	Total
Number of Respondents	297	242	152	43	11	4	749
Per Cent	40	31	20	6	2	1	100

In Table 5.4 is the frequency distribution of respondents by head of households with 298 head of households, 413 wives, and others responding. There were five cases where the information was not available.

TABLE 5.4

FREQUENCY DISTRIBUTION OF RESPONDENTS BY HEAD OF HOUSEHOLD

	Respondent's Relationship to Head of Household	
Respondents	Number	Per Cent
Head of Household	298	40
Wife	413	55
Son	5	1
Daughter	15	2
Mother or Mother-in-Law	2	0
Father or Father-in-Law	0	0
Other Relation	9	1
No Relation	2	0
No Response	5	1
Total	749	100

In Table 5.5, the frequency distribution of respondents' families by number of children in school contains data according to "pre-school", "in-school", and "finished school". Less than 20 per cent of 749 respondent's family have children in "pre-school"; approximately half of the sample have some children in "in-school"; and 15 per cent of the respondents have some children who have "finished school".

TABLE 5.5

FREQUENCY DISTRIBUTION OF RESPONDENT'S FAMILY BY NUMBER OF CHILDREN IN SCHOOL

		Number of Children						
Respondents	No Children	1	2	3	4	5 or More	No Response	Total
Pre-School Age								
Number	605	80	54	7	3	0	6	749
Per Cent	81	11	6	1	0	0	0	100
In-School Age								
Number	368	121	110	72	49	29	0	749
Per Cent	49	16	15	10	7	3	0	100
Finished School								
Number	642	67	26	11	2	1	0	749
Per Cent	86	9	4	2	0	0	0	100

Of the 749 respondents, 611 or 82 per cent indicated that the head of the household was currently employed; 125 or 17 per cent were not working, i.e., unemployed or retired. There were 13 cases where the data was not ascertained.

In table 5.6, below, the frequency distribution of respondents by occupation is given. One third of the sample were housewives. There were 45 cases where the data was not ascertainable.

TABLE 5.6

FREQUENCY DISTRIBUTION OF RESPONDENTS BY OCCUPATION

Occupation	Number	Per Cent
Professional, Technical	116	16
Managers, Officials, Proprietors	30	4
Clerical Sales	122	16
Craftsmen, Foremen, and Kindred Workers	47	8
Farmers and Farm Managers	15	2
Operatives and Kindred Workers	28	3
Service Workers	28	3
Laborers	68	9
Housewife	250	33
No Response	45	6
Total	749	100

Table 5.7 reports the frequency distribution of the head of household, if the respondent was a married female. There 415 respondents' head of households given, and 334 married female respondents. There were no instances where the data was not ascertainable.

TABLE 5.7

FREQUENCY DISTRIBUTION OF HEAD OF HOUSEHOLD
(If Respondent Was a Married Female).

Occupation	Number	Per Cent
Professional, Technical	70	9
Managers, Officials, Proprietors	38	5
Clerical Sales	45	6
Craftsmen, Foremen and Kindred Workers	98	13
Farmers and Farm Managers	27	4
Operatives and Kindred Workers	36	5
Service Workers	28	4
Laborers	51	7
Retired	22	2
Married Female Respondent	334	45
Total	749	100

In Table 5.8, the frequency distribution of respondents by family's principle source of income is reported. There were seven cases where the data was not ascertainable.

In Table 5.9, the frequency distribution of respondents by family income is given. There were 171 cases where the information was not ascertainable.

TABLE 5.8

FREQUENCY DISTRIBUTION OF RESPONDENTS BY FAMILY PRINCIPLE SOURCE OF INCOME

Income	Number	Per Cent
Inherited Wealth	2	0
Earned Wealth	18	2
Profits and Fees	38	5
Salary	272	36
Wages	279	37
Social Security	98	13
Other	35	5
No Response	7	2
Total	749	100

TABLE 5.9

FREQUENCY DISTRIBUTION OF RESPONDENTS BY FAMILY INCOME

Income	Number	Per Cent
Under $2,000	10	1
$2,000-2,999	18	2
$3,000-3,999	22	3
$4,000-4,999	33	4
$5,000-5,999	53	7
$6,000-6,999	78	10
$7,000-More	252	34
Don't Know	111	16
No Response	171	23
Total	749	100

TABLE 5.10

FREQUENCY DISTRIBUTION OF RESPONDENTS BY YEARS OF RESIDENCE

	Years						
	0-5	6-10	11-20	21-30	31 or More	No Response	Total
Number	107	86	151	140	94	171	749
Per Cent	13	12	20	19	13	23	100

Table 5.10 contains the frequency distribution of respondents by the number of years of residence in the community. There were 171 cases where the data was not available.

Table 5.11, below, the frequency distribution of respondents is shown by type and size of hometown. Of the 749 respondents, 17 per cent of the group comes from either a small or large city, with the most of the sample from rural or small communities. There were 7 cases where the data was not available.

TABLE 5.11

FREQUENCY DISTRIBUTION OF RESPONDENTS BY TYPE AND SIZE OF HOMETOWN

	Farm	Open Country	Village (2,500)	Small Town (2,500 10,000)	Small City (10,000 100,000)	Large City (Over 100,000)	No Response	Total
Number	157	42	108	311	76	52	3	749
Per Cent	21	6	14	42	10	7	0	100

In Table 5.12, frequency distribution of respondents by educational status is given below. There were 26 cases where the information was not available.

TABLE 5.12

FREQUENCY DISTRIBUTION OF RESPONDENTS BY EDUCATION

	About how much formal education did you have?		About how much formal education has your spouse had?	
	Number	Per Cent	Number	Per Cent
Less than third grade	0	0	0	0
Finished third, less than eighth grade	19	3	19	33
Finished eighth grade didn't start high school	48	6	30	4
Started high school didn't finish it	108	14	76	10
Finished high school didn't start college	320	43	227	30
Started college, never obtained a degree	123	16	66	9
Obtained a college degree, did some graduate work	105	14	83	11
No Response	26	4	3	0
Total	749	100	749	100

TABLE 5.13

FREQUENCY DISTRIBUTION OF RESPONDENTS BY LOCATION OF DWELLING UNIT

Check one of These to Show the Location of the Dwelling Unit.	Number	Per Cent
Very High	35	5
High: the better suburbs and apartment house areas, houses with spacious yards, etc.	38	5
Above Average: areas all residential, larger than average space around houses; apartment areas in good condition, etc.	118	16
Average: residential neighborhoods, no deterioration in the area.	433	58
Below average: area not quite holding its own, beginning to deteriorate, business entering, etc.	91	12
Low: considerably deteriorated, run-down and semi-slum.	13	1
Very low: slum.	4	0
No Reported	16	3
Total	749	100

Table 5.13, above, the frequency distribution of respondents by location of dwelling units is given. There were 16 instances where the data was not available.

TABLE 5.14

FREQUENCY DISTRIBUTION OF RESPONDENTS BY HOUSE TYPE

Check one of These to Show the House Type.	Number	Per Cent
Large houses in good Condition	111	15
Large houses in medium condition; medium-sized houses in good condition	200	27
Large houses in bad condition	16	2
Medium-sized houses in medium condition; apartments in regular apartment buildings	262	35
Small houses in good condition; small houses in medium condition; dwellings over stores.	137	18
Other	7	1
No Reported	16	2
Total	749	100

Table 5. 14 reports the frequency distribution of respondents by house type. There were 16 cases where the information was not ascertainable.

Reading Behavior Characteristics of Respondents

This second section reports the frequency distribution of personal, reading behavior characteristics of the respondents in the survey. These descriptive data include: the number of books read in the past year, length of time since reading a book other than the Bible, difficulty of reading, type of reading, most frequent reading material, frequency of reading magazines, and main reason for reading. Further, frequency distribution of household ownership of reading materials, e.g., number of books or number of newspapers read.

In Table 5.15 below the frequency distribution of respondents by number of books read last year is given. The largest number of individuals (40 per cent) interviewed read from one to twelve books last year. There were 91 cases where no information was available.

TABLE 5.15

FREQUENCY DISTRIBUTION OF RESPONDENTS BY NUMBER
OF BOOKS READ LAST YEAR

	Number of Books Read						
	0	1-12	13-24	25-50	51 and over	No Response	Total
Number of Respondents	134	297	68	131	28	91	749
Per Cent	18	40	9	18	4	11	100

Table 5.16 presents the answers to the question "About how long ago were you last reading a book?" There were 42 cases where the data was not available.

TABLE 5.16

FREQUENCY DISTRIBUTION OF RESPONDENTS BY READING EXPERIENCE

	This Week	Last Week	A Month Ago	Within the Last 6 Months	Over a Year Ago	No Response	Total
Number of Respondents	346	83	96	88	94	42	749
Per Cent	46	11	13	12	13	5	100

Of the 749 respondents, 70 said they found reading difficult, and 676 said "no" to that question. There were 3 cases where this information was not ascertainable.

In Table 5.17 below, the frequency distribution of respondents by self description of reading behavior is given. The respondents were asked the question, "How would you describe yourself as a reader?" Of the 749 respondents, 18 per cent were described as "heavy readers", 41 per cent "moderate", 36 per cent "light". There was one case where the data was not available.

TABLE 5.17

FREQUENCY DISTRIBUTION OF RESPONDENTS BY SELF-DESCRIPTION OF READING BEHAVIOR

	Heavy	Moderate	Light	Non-Reader	Undecided	No Response	Total
Number of Respondents	137	303	270	36	2	1	749
Per Cent	18	41	36	5	0	0	100

In Table 5.18 below, the respondents were questioned on "...how many hours a week do you read, other than newspapers." The 8.2 hours of reading per week was the average. Table 5.18 contains the frequency distribution of the number of hours reading per week. There were 19 cases where the data was not reported.

TABLE 5.18

FREQUENCY DISTRIBUTION OF RESPONDENTS BY NUMBER OF HOURS READING EACH WEEK

	Number of Hours Per Week					
	0-7	8-14	15-21	22 or more	No Response	Total
Number of Respondents	448	176	90	16	19	749
Per Cent	60	24	12	2	2	100

Table 5.19 reports the frequency distribution of respondents by rate of reading magazines. Most of the respondents read or glance through magazines as frequently as once or twice a week, and some others almost every day. There were 7 instances where this information was not ascertained.

TABLE 5.19

FREQUENCY DISTRIBUTION OF RESPONDENTS BY RATE OF READING MAGAZINES

	Almost Every Day	Every Other Day	Once or Twice a Week	More Than Twice a Week	Never	Don't Know	No Response	Total
Number of Respondents	317	109	247	49	12	8	7	749
Per Cent	42	15	33	7	1	1	1	100

Table 5.20 reports the answer to the question: "When you read, do you most often read newspapers, magazines, or books? Frequency distributions are reported for the above categories. There were 4 cases where the data was not available.

TABLE 5.20

FREQUENCY DISTRIBUTION OF RESPONDENTS
BY MOST OFTEN READING MATERIAL

	Newspapers	Magazines	Books	All Equally	Never Read	Undecided	Other	No Response	Total
Number of Respondents	131	104	120	220	3	124	43	4	749
Per Cent	18	14	16	29	0	17	5	1	100

Ownership and Home Use of Reading Materials

In the third section of this chapter, the frequency distributions of respondent ownership of books and home use of reading materials is given. The data reported includes: ownership of books, where people get their books from, and use of magazines and newspapers in the home.

In Table 5.21 the frequency distribution of respondent's ownership of books in the home is reported. There were three cases where the data was not available.

Table 5.22 describes the ownership by household of an encyclopedia, dictionary, neither, or both, for 749 respondents. There were three instances where this information was not collected.

TABLE 5.21

FREQUENCY DISTRIBUTION OF RESPONDENTS BY HOUSEHOLD OWNERSHIP OF BOOKS

	Ownership of Books							
	0-9	10-24	25-99	100-249	250 or more	Don't Know	No Response	Total
Number of Respondents	25	67	212	200	232	10	3	749
Per Cent	4	9	28	27	31	1	0	100

TABLE 5.22

FREQUENCY DISTRIBUTION OF RESPONDENTS BY HOUSEHOLD OWNERSHIP OF REFERENCE MATERIALS

	Encyclopedia	Dictionary	Neither	Both	No Response	Total
Number of Respondents	16	168	23	539	3	749
Per Cent	2	23	3	72	0	100

In the survey the respondents were asked: "Are there any particular magazines that you read regularly at home?" Of the 749 respondents, 664 said "yes" and listed the subscription, and 69 said "no." There were 16 instances where this information was not obtained. The respondents were also asked if they read a newspaper regularly; 693 said "yes" to the question, and 55 said they did not. There was one case where the data was not ascertainable.

In Table 5.23 below, the frequency distribution of respondents shows how books are obtained. There were 43 cases where the data was not ascertainable.

TABLE 5.23

FREQUENCY DISTRIBUTION OF RESPONDENTS BY METHOD OF OBTAINING BOOKS

	Buy	Book Club	Library	Friend	Gift	Other	No Response	Total
Number of Respondents	141	54	158	56	44	253	43	749
Per Cent	19	7	21	8	6	33	6	100

Knowledge of Library Facilities and Services

This fourth section deals with the descriptive characteristics of respondent's specific knowledge of the library, such as the hours of the library or name of the librarian. Of the 749 respondents, 678 or 91 per cent indicated that they thought the town library was in the right location for their use. There were 54 who answered "no" and 16 cases where the data was not ascertainable.

The respondents were then asked "Do you know the hours when the library is open?" To this question, 493 (66 per cent) answered "yes", and 252 (34 per cent) answered "no". There were 4 cases where the data was not ascertainable.

The respondents were next asked to indicate if they knew the library had a telephone in their town. Of the 749 respondents to this question, 365 or 49 per cent replied "yes" and 329 or 44 per cent said "no." There were 57 cases where the data could not be ascertained.

The respondents were also asked: "Do you know the name of the town librarian?" 586 or 78 per cent said "yes" and 158 or 21 per cent said "no." There were five cases where the data was not ascertainable.

The respondents were next asked if they understood the way the books have been arranged in the library. Of the 749 respondents, 511 or 68 per cent said "yes" and 200 or 27 per cent said "no." There were 35 cases where this information was not ascertainable.

Use of Library Facilities and Services

Respondents in the survey were asked to describe their use of the town library facilities. This section, five, describes this use. Of 749 respondents, 419 or 56 per cent said "yes" and 355 or 43 per cent said "no." There were five cases where the data could not be ascertained. The above response did not specify the nature of use. The sample information for the survey indicated a total of 394 library users or registrants in the files of the town library; 355 other individuals, not registered in the town library records, were coded as the non-users of the library group.

The respondents were next asked to indicate about how often they used the town library.

In Table 5.24 of 749 respondents there were 248 who said they "never" visited the town library. There were 70 cases where the data was not available.

TABLE 5.24

FREQUENCY DISTRIBUTION OF RESPONDENTS BY LIBRARY USE

	Never	Yearly	Twice a Month or less	Weekly	More than Once a Week	No Response	Total
Number of Respondents	248	104	225	86	16	70	749
Per Cent	33	14	30	12	2	9	100

Table 5.25 presents the frequency distribution of respondents by usual library request. Due to the large number of individuals in the sample not using the library, it was expected that the "no responses" would be a large number, or 221 cases. Of the 749 respondents, most of them made requests for fiction, novels, humor, and drama "books."

TABLE 5.25

FREQUENCY DISTRIBUTION OF RESPONDENTS BY USUAL LIBRARY REQUEST

	References Encyclopedia Technical Books	Fiction Novels Humor Drama	Non-Fiction Biographies History	Magazines	Information Non-book material	Other	No Response	To
Number of Respondents	60	226	113	9	13	107	221	74
Cent	8	30	15	1	2	14	30	10

The respondents were next asked, "Are the library hours convenient for you?" 628 said "yes" and 69 said "no." There were 60 cases where this information was not available.

"Should the town library be opened at night during the week?" 591 said "yes" and 126 said "no," to this question. There were 32 instances where the data could not be obtained.

Respondents were asked if they regularly used any other libraries (other than the town library). Of the 749 respondents, 150 said "yes" and 590 said "no." There were 9 cases where this information was not ascertainable.

In another question the interviewer asked "Are there any particular magazines that you read regularly at the library?" 33 said "yes" and 693 said "no" to this question. There were 22 instances where this data could not be ascertained.

The respondents were asked to estimate the number of books withdrawn from the town library during the past year. The average number of books withdrawn was 18.5. Table 5.26, below, reports the frequency distribution of respondents by the number of books withdrawn. Nearly half of 749 respondents checked out no books.

TABLE 5.26

FREQUENCY DISTRIBUTION OF THE NUMBER OF BOOKS WITHDRAWN IN A YEAR

	Number of Books Withdrawn										
	None	1-2	3-5	6-10	11-15	16-20	21-30	31-50	50-70	71 or Above	No Response	Total
Number of Respondents	367	22	43	59	44	30	46	43	10	13	72	749
Per Cent	49	3	6	8	6	4	6	6	1	2	9	100

Children's Use of the Library

In the survey the respondents were asked about the library services for their children. Section six briefly presents frequency distribution data to such questions as, "Do your children use the town library?" Of the 749 respondents, 331 said "yes," that some of their children used the library. There were 334 respondents who "encouraged" their children to use the library; 44 said they did not. When asked "Do your children use the library for their homework assignments," 220 of the 749 respondents said "yes" to this question, and 149 said "no." In another question, the respondents were asked, "Does the librarian help your children with their homework?" Of the 749 responding, 153 said "yes" and 200 said "no."

Library Experiences

Respondents in the survey were asked about their experiences with the library; section seven reports respondents past problems and successes with the library.

"In the past, was the library unable to supply you with any books you had requested?" Of the 749 respondents, 162 or 22 per cent said "yes" and 537 or 72 per cent said "no" to this question. There were 50 cases where this data was not available. Of those having difficulty in finding a book, 115 respondents said the librarian did offer to get the book(s) from another library.

"Has the librarian ever helped you to solve a specific problem or answer a question?" 273 said "yes" and 446 said "no." There were 30 instances where the answer to this question was not available.

The respondents were asked if in recent years there was any kind of controversy over the library that they remembered. 54 said "yes" and 670 said "no." There were 24 cases where the data could not be obtained.

"Can you think of any reason why you don't like to use the library?" 92 said "yes" and 630 said "no" to this question. There were 26 instances where the data was not ascertainable.

The respondents were further asked, toward the end of the survey, "Is there any reason(s) for you not using the public library (more)?" 207 said "yes" and 514 said "no," to the question. There were 28 cases where this information was not collected.

"Is there any reason(s) why you might not ask the librarian for help?" 9 said "yes" and 721 said "no" to the question. There were 19 cases where this data could not be obtained.

A final question, "Can you think of any reasons why you don't like to use the library?" 92 said "yes" and 630 said "no." There were 27 cases where the data could not be obtained.

Attitudes Toward Library Change

The respondents in the survey were asked several questions on library change and the development of new programs. In Table 5.27, the number and per cent agreement on a number of questions are given. Further analysis of these responses by other variables will be presented later in the report.

TABLE 5.27

RESPONDENT AGREEMENT ON ATTITUDES TOWARD LIBRARY CHANGE

Item	Number of Respondents	Per Cent (Agree)
1. The library should provide exhibits, i.e., photographs, paintings, and flower shows	359	48%
2. The library should have films on a regular basis or have special film programs	375	50
3. There should be a separate area in the library for children to read and study	684	91
4. There should be special year-round reading programs for children	580	77
5. The library should make its facilities available for club meetings and community groups	249	33
6. The town should have a rental library facility in one of its stores	141	19

CHAPTER 6

CHARACTERISTICS OF THE LIBRARY USERS AND NON-USERS: ANALYTICAL DATA

This chapter presents profiles of the two sample groups used in this study of rural libraries in the Northeast Region. The first section of this chapter describes the whole sample while the second section increases the detail with which the two individual groups are examined.

The category of users of the library examined in this study consists of those persons who are holders of library cards, whereas, the non-users consist of those persons who were not holding library cards at the time of this study, but were residents of the communities studied.

A general description of these samples is provided in the following tables. These characteristics are clustered into three general classes.

1. Personal Characteristics (Table 6.1-3). Sex, Marital Status, and Age.
2. Socio-Economic Characteristics (Table 6.4-8). Labor-force status, occupation, and family income and education.
3. Ecological Characteristics (Table 6.9). Contains type of community the respondent originated from.

Although the tables contain a myriad of information, the most pertinent data is presented in the following tables and table descriptions.

TABLE 6.1

PERSONAL CHARACTERISTICS OF PARTICIPANTS OF LIBRARY USERS AND NON-USERS IN THE NEW ENGLAND REGION

Sex of Respondents	Users		Non-Users	
	Per Cent	Number	Per Cent	Numbe
Male	18	69	44	156
Female	82	325	56	199
Total Number	100	394	100	355
Exclusions				

The total sample size was 394 Users and 355 Non-Users. Of the 394 Users 18 per cent were men and 82 per cent were women, or 69 and 325 respectively. This indicates a preponderance of female users since each card holder in each library was given an equal chance at being selected, by using a random number selection system. This would then tend to indicate that there are more female library users than there are male library users.

The non-user sample was more equally distributed showing forty-four per cent male and fifty-six per cent female. The twelve per cent differential is possibly explained with two contributing factors: (1) the population did lean toward the elderly (see Table 6.3) and (2) several of the men drawn in the samples were away on extended business trips.

TABLE 6.2

Marital Status of Respondents	Users		Non-Users	
	Per Cent	Number	Per Cent	Number
Married	78	306	85	301
Single	8	33	6	20
Widowed	11	42	7	23
Divorced/Separated	3	12	2	10
Total Number	100	394	100	355
Exclusions				

Table 6.2 shows the marital status of the sample. 78% of the users and 85% of the non-users are married.

TABLE 6.3

Age of Respondents	Users		Non-Users	
	Per Cent	Number	Per Cent	Number
0-20	3	13	3	12
21-30	12	45	10	35
31-40	27	105	18	65
41-50	23	91	26	93
51-60	16	64	21	73
61-70	12	48	14	48
71-Older	7	28	8	29
Total Number	100	394	100	355
Exclusions				

Table 6.3 shows the age distribution of both sections of the sample. It should be noted that child and adolescent library users were omitted and the population of the community under 21 years of age were omitted from the total universe of the non-users because the town voting lists were used to draw the non-user sample.

TABLE 6.4

SOCIO-ECONOMIC CHARACTERISTICS OF LIBRARY USERS AND NON-USERS

Labor Force	Users		Non-Users	
Currently Employed	Per Cent	Number	Per Cent	Number
Yes	80	315	83	296
No	18	70	16	55
Total Number	100	394	100	355
Exclusions	37	146	43	151

Table 6.4 shows the employment rate of both sample groups. The figures shown indicate whether the head of the household is employed. This is an important fact because many of the samples were housewives (see Table 6.5). The unemployed figures also represent those of the sample that were retired. This is a fairly large per centage because of the age distribution of both samples (see Table 6.3).

Table 6.5 shows the frequency distribution of the occupations of the samples.

TABLE 6.5

Occupation (Labor Force)	Per Cent	Number	Per Cent	Number
Professional/Technical	22	92	7	24
Managerial/Proprietor	4	15	4	15
Clerical/Sales	16	63	17	59
Craftsmen/Foremen	3	11	10	36
Operative, Kindred Workers	2	8	5	20
Service Work	4	14	4	14
Laborers	5	19	14	49
Housewife	38	149	29	101
Farmers/Farm Management	1	4	3	11
Total Per Cent (Numbers)	100	(394)	100	(355)
Exclusions	5	19	7	26

Table 6.6 shows the yearly family income of the two sample groups. The large per centage of people answering don't know or no response (exclusion) may be due to a Yankee reticence or feeling of self-sufficiency that amost prohibits these people from divulging extremely personal information.

TABLE 6.6

Yearly Family Income of Respondents	Per Cent	Number	Per Cent	Number
Under $2,000	1	5	1	5
2,000 - 2,999	2	8	3	10
3,000 - 3,999	3	13	3	9
4,000 - 4,999	4	15	5	18
5,000 - 5,999	7	29	7	24
6,000 - 6,999	13	47	9	31
7,000 - or more	34	135	33	117
Don't Know	16	63	13	48
Total Per Cent (Number)	100	394	100	355
Exclusion	20	78	26	93

The following two tables show the years of schooling of the respondents and their spouses respectively.

TABLE 6.7

EDUCATIONAL CHARACTERISTICS OF USERS AND NON-USERS OF THE RURAL LIBRARY

Years of Schooling of Respondent	Users		Non-Users	
Years	Per Cent	Number	Per Cent	Number
1 - 2 (Less than 3rd grade)				
3 - 8 (3rd grade to 8th grade)	1	3	5	16
8 (Finished 8th grade)	3	13	10	35
9 - 11 (Started high school)	11	44	18	64
12 (Finished high school)	41	162	44	158
13 - 15 (Started college)	20	79	12	44
16 (Obtained a college degree and did some graduate work)	20	78	8	27
Total Number	100	394	100	355
Exclusions	4	14	3	11

TABLE 6.8

Years of Schooling of Spouse	Users		Non-Users	
Years	Per Cent	Number	Per Cent	Number
1 - 2 (Less than 3rd grade)				
3 - 8 (3rd grade to 8th grade)	2	8	3	11
8 (Finished 8th grade)	3	13	5	17
9 - 11 (Started high school)	8	32	12	44
12 (Finished high school)	30	118	31	109
13 - 15 (Started college)	12	46	6	20
16 (Obtained a college degree and did some graduate work)	15	60	7	23
Total Number	100		100	
Exclusions	30	117	36	128

We can see that over two-thirds of the entire sample finished highschool and in all categories except respondent non-user the figures are over eighty per cent finishing highschool. Twenty per cent of the respondents finished college white fifteen per cent of the respondents' spouses finished college.

TABLE 6.9

ECOLOGICAL CHARACTERISTICS OF SIZE OF COMMUNITY REARED OF THE USERS AND NON-USERS OF THE RURAL LIBRARY

A Size of Community	Per Cent	Number	Per Cent	Number
Farm	16	61	27	96
Open Country	7	27	4	15
Village	14	56	15	52
Small Town	42	164	41	147
Small City	12	48	8	28
Large City	9	37	4	15
Total Number	100	394	100	355
Exclusion	-	1	1	2

Table 6.9 shows the type of community the respondents originated from. Forty-two per cent of the respondents originated in small towns and are now living in the small towns sampled. Twenty-seven per cent of the non-users came from farms. Further cross tabulation of these origins and other variables will probably uncover some very pertinent correlations.

The Impact of Socio-Economic Factors

This section examines the ways in which socio-economic factors influence participation in the library. Information was collected on education, age, occupation, and family income, the three indicators usually combined in social research to measure social class position. For the present purposes, however, these factors are examined separately, and the current analysis task is to determine which, if any, of the variables have an effect on participatory library behavior. Throughout this presentation, the comparisons are made between persons in two educational groupings, two classes of occupation, and three categories of income.

TABLE 6.10

LIBRARY USERS BY SOCIO-ECONOMIC FACTORS

	Number
Occupation	
White Collar	184
Labor	161
Income	
Under $3,000	12
$3,000 - $6,000	57
Over $6,000	289
Education	
High	116
Low	263
Social Class	
Low	91
Middle	146
High	156
Age	
Young	50
Middle	276
Old	60

In the preceding table the distribution of socio-economic characteristics of library users is given. Cross tabulation of the variables will provide further data on the relationships which describes library use.

TABLE 6.11

LIBRARY USE BY INCOME AND OCCUPATION

Income	White Collar	Labor
Under $3,000	3%	3%
$3,000 - $6,000	14	7
Over $6,000	62	73
No Information	17	17
Total Per Cent	100	100
Number	184	161

In Table 6.11, library use by income and occupation shows 73 per cent of the labor group with over $6,000 income are the largest group of library users. The high income levels account for the largest proportion of library use by both groups. The smallest group of library users were individuals who were earning less than three thousand a year.

TABLE 6.12

LIBRARY USE BY INCOME AND EDUCATION

Income	High Education	Low Education
Under $3,000	3%	4%
$3,000 - $6,000	13	15
Over $6,000	70	59
No Information	14	22
Total Per Cent	100	100
Number	116	263

In the above table income is cross-tabulated with educational level. The largest proportion of library users are those individuals with a high income and education. The smallest number of library users is among persons with a low income for both educational groups. Income and occupation are positively related. Low income persons are the least likely to use the library.

Table 6.13 shows the relationship between education and occupation for the library user and non-user. Those individuals obtaining high educational level are more likely to use the library if they are in white collar jobs. In the sample, persons with a high education are more likely to have white collar jobs and persons with a low education are more likely to be in the labor group.

TABLE 6.13

LIBRARY USE BY EDUCATION AND OCCUPATIONAL STATUS

	White Collar	Labor
High Education	59	24
Low Education	37	75
No Information	4	1
Total Per Cent	100	100
Number	184	161

TABLE 6.14

LIBRARY USE BY OCCUPATION AND SOCIAL CLASS

		Social Class	
Occupation	Low	Middle	High
White Collar	12	40	64
Labor	36	14	3
Other (Housewife and No Response)	52	46	34
Total Per Cent	100	100	100
Number	91	146	156

In Table 6.15 the rate of library use is compared by occupation and social class. When considering white collar occupations the data supports the assumption that library use is related to high social class status. The labor group appears to be unrelated to library use; whereas, the "other" category (housewife and no response) parellels the white collar behavior. The labor group is composed of the low and middle classes; the white collar group is mostly middle and high classes; and "other" or housewife group and no responses was equally divided among the class groups. The highest proportion of library participation occurs in high social group of white collar job holders.

TABLE 6.15

LIBRARY USE BY AGE AND EDUCATION

Education	Age		
	Young	Middle	Old
Grade School	--	4%	12%
High School	54	51	28
College	42	42	60
No Information	4	3	2
Total Per Cent	100	100	100
Number	50	276	57

In Table 6.15 library users are given by their age grouping and educational level. In the sample a large percentage of library users are those individuals with a college education.

In sum, individuals with high income, white collar group, high educational status are the characteristics of the largest group of library users. Further cross tabulations will be undertaken in later chapters.

CHAPTER 7

READING BEHAVIOR PATTERNS OF LIBRARY USERS AND NON-USERS

In the preceding chapter, we have examined the social characteristics of the library users and non-users of the town library in the Northeast Region. This chapter considers the reading behavior by registrants or "active" library card holders and non-registrants or town citizens not having a library card.

This chapter considers the frequency of use of the active library-card holders and non-holders, the reading proficiency of the users and non-users and the type and frequency of reading material of both groups.

We may now proceed to present the frequency distribution of the users and non-users of the library examined by their frequency of reading. The following tables have been compiled and observations will be discussed. In examining that data we note a positive association between the users of the library and their frequency of reading behavior. It may also be noted that the users do have a high frequency of regularility of reading behavior. Besides, their regularity, the data also notes a variation of types of reading material. In contrast, the non-user of the library shows a more diffused range of frequency of reading behavior.

It is interesting to conclude from this discussion that reading behavior patterns for users and non-users of the library in the Northeast Region do differ as can be seen from the data.

The reading difficulty for both groups of users and non-users is brought together on Table 7.1. Here, it may be noted that the fact of holding a library card makes for greater ease in reading.

TABLE 7.1

READING DIFFICULTY OF LIBRARY USERS AND NON-USERS

Is Reading Difficult	Users	Non-Users
Yes	5%	14%
No	95	85
Undecided		
Total Per Cent	100	100
Number	(394)	(355)

There were approximately seventy respondents in 749 persons interviewed who expressed some reading difficulty. The data for the nine towns studied is contained in the next tables for this question on reading difficulty and frequency of reading behavior which is the next category information to be discussed in the chapter.

TABLE 7.2

DO YOU FIND READING DIFFICULT?

RESPONSES	Region Northern New England Total		St[illegible] A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	5	14	9	15	14	23		4		13	7	15		14	8	8		81		4
No	95	85	91	85	84	75	100	96	100	87	93	83	100	86	92	92	100		100	90
No Response		1			2	5						2						19		6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

HOW WOULD YOU DESCRIBE YOURSELF AS A READER?

RESPONSES	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Heavy	27	9	22	9	28	9	13	4	35	8	20	15	39	6	35	10	23	8	27	10
Moderate	46	34	42	39	47	32	67	44	41	42	33	30	44	30	49	29	49	28	51	40
Light	24	49	33	52	24	53	20	48	24	47	39	41	15	56	16	51	26	47	18	47
Non-Reader	3	7	3		1	6				3	7	11		8		10	2	17	4	3
Other		1						4			1	3	2							
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

The frequency of use of the library for the holders of library cards is given in Table 7.3, highly represented in the bi-monthly and weekly categories. The library users, when combining these two categories, present a per cent of 67 per cent compared to the non-users group who indicate 14 per cent. Regarding their personal evaluation of these participants, users and non-users of the library, to their reading proficiency, we find the following information on Table 7.2. Nearly all the users of the library, 95 per cent, do not find reading difficult. These same users classify themselves most often as "moderate readers", whereas the non-users model response is "light readers." From the data it may be observed that all the users of the library rated their reading ability in opposition to the non-users, particularly with regard to the category of "heavy reading."

TABLE 7.3

READING BEHAVIOR OF LIBRARY USERS AND NON-USERS

Personal Rating of Reading	Users	Non-Users
Heavy Reader	27	9
Moderate Reader	46	34
Light Reader	24	49
Non-Reader	3	7
Undecided	--	1
Total Per Cent	100	100
Total Number	(394)	(355)

TABLE 7.4

READING BEHAVIOR OF LIBRARY USERS AND NON-USERS BY LEVEL OF EDUCATION

	Library Users		Library Non-Users	
	High Education	Low Education	High Education	Low Education
Heavy Reader	34	24	17	7
Moderate	53	44	55	29
Light	12	29	27	55
Non-Reader	--	3	--	9
Don't Know	1	--	1	--
Total	100	100	100	100
Number	116	263	71	273

In Table 7.4, the self-perception of one's reading behavior in terms of education, respondents were asked to rate their reading behavior as "heavy reader", "moderate reader", "light reader", or "non-reader". A greater number of individuals exhibited the behavior of "moderate reading", which is also most pronounced for the lower educationed library user in contrast to the non-user group.

The greatest number of non-users of the library are light readers, while the smallest group of library users are light readers. Such a relationship supports positively the value of library use for improving the reading capacity of its participants.

The use and the frequency of use of the library for both users and non-users is brought together on Table 7.5. Here, it may be noted, that the fact of holding a library card makes for greater use of the library, particularly frequency of reading a book. The frequency of use of the library for the holders of library cards is highly represented in the bi-monthly and weekly categories since reading last book. The users, when continuing these two categories, indicate a per cent of 83 per cent compared to the non-users who indicate 69 per cent.

TABLE 7.5

RESPONSES OF THE USERS AND NON-USERS OF THE LIBRARY AS TO THEIR FREQUENCY OF READING

How Long Ago did you Read a Book?	Users	Non-Users
Week or Less	72%	43%
One Month	11	14
Last Six Months	9	14
One Year or More	5	21
No Response	3	8
Total Per Cent	100	100
Number	(394)	(355)

Number of Hours Read Each Week

Of the 749 respondents, the average number of hours for weekly reading was 8.2. Library users (394) read 9.7 each week; non-users (355) read 6.5 hours each week. The following table presents the social class means of number of hours read each week by the respondents.

TABLE 7.6

NUMBER OF HOURS READ BY SOCIAL CLASS

	Social Class					
	Low		Middle		High	
	Mean	Number	Mean	Number	Mean	Number
Library User	9.5	91	9.0	146	10.5	15.6
Non-User	5.3	126	6.6	149	7.9	81

The data in the above table shows an increasing trend for the number of hours read from the low social class non-users (5.3) to the high social class user (10.5); this table shows the strong influence on reading behavior by persons who associate with the library at separate class levels.

TABLE 7.7

NUMBER OF HOURS READ BY LEVEL OF EDUCATION

	High Education		Low Education	
	Mean	Number	Mean	Number
Library User	10.2	116	9.5	263
Non-User	9.6	71	5.6	273

In Table 7.7, the average number of hours read by level of education reported the lowest figure for low education non-users. The level of education provided sizeable differences in reading, with the greatest difference between the non-users of the library. A person with a poor education who uses the library is likely to read as many hours as a person with a high education who does not have a library card.

Number of Books Read in the Previous Year

In addition to the analysis of the "number of hours read", respondents were asked to indicate about how many books they read in the past year. In the survey of 749 respondents, the average number of books read was 24.9. In the library users group, the average number of books read in the previous year was 35.0; non-users read 13.8. Respondents reading behavior varies by social class, educational level, and age.

Table 7.8, number of books read in the previous year, is reported by social class. In all class groups, library users read more than twice as many books than non-users. The low social class group of library users show a greater propensity for reading than the middle or high class group, and this pattern did not hold for the non-users.

TABLE 7.8

NUMBER OF BOOKS READ BY SOCIAL CLASS

	Social Class					
	Low		Middle		High	
	Mean	Number	Mean	Number	Mean	Number
Library Users	41.3	91	30.6	146	35.4	156
Non-Users	11.1	126	14.2	149	17.3	81

TABLE 7.9

NUMBER OF BOOKS READ BY LEVEL OF EDUCATION

	High Education		Low Education	
	Mean	Number	Mean	Number
Library Users	36.1	116	34.2	263
Non-Users	23.1	71	11.4	273

Individuals with higher educational achievements tend to read more books a year. The average differences of the number of books read increases by education and library use. Table 7.9 shows library users of low education status read three times as many books as non-users. Library users and non-users with high education read more books than low education respondents.

TABLE 7.10

NUMBER OF BOOKS READ BY AGE

	Age					
	Young		Middle		Old	
	Mean	Number	Mean	Number	Mean	Number
Library Users	32.4	50	31.9	276	50.4	60
Non-Users	14.0	35	13.9	251	14.7	57

Older citizens read the largest number of books and perhaps become the prime user of the library. Library users, or persons with library cards, read more books each year than non-registrants. The differences between non-users across age levels does not differ.

TABLE 7.11-12

NUMBER OF BOOKS YOU READ LAST YEAR

	Region Northern New England		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
	Total		1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
None	8	28	7	15	10	30	7	26		24	13	26	4	28	4	31	14	45	8	27
1-12	34	46	26	49	28	55	47	26	24	45	50	37	22	56	20	45	44	34	43	50
13-24	11	7	13	9	8	4	23	37	18	11	9	11	9	3	14	4	5	11	10	
25-50	23	12	27	15	20	4	17	7	41	13	15	17	28	11	33	18	21	6	14	7
51-98	4	3	7	9	8		3	4		3	2	7	7	2	4	2	6			3
99-More	20	4		3	6	7	3		17	4	1	2			5			4	5	3
Total*	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

NUMBER OF HOURS OF WEEKLY READING

	Region Northern New England		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
	Total		1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
None-7	52	69	56	61	37	66	53	74	41	58	67	72	39	69	55	77	51	77	55	63
8-14	27	19	27	33	37	26	33	19	29	18	20	20	33	14	16	16	30	11	25	20
15-21	15	9	16	3	18	4	7	7	12	21	11	9	17	14	14	6	12	9	18	13
22-28	2	1			4	4	3		18				4	3	4	1			2	3
29-More	4	2	1	3	4		4			1	2	9	7		1		7	3		1
Total**	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

*These individual columns, although shown to total 100%, may not actually reach this total. In cases where the total appears not to be accurate the discrepancy is the result of no responses; however, figures shown in the columns are accurate. This may also occur in similar tables appearing later in this study.

TABLE 7.13

FREQUENCY DISTRIBUTION OF THE NUMBER OF BOOKS READ BY USERS AND NON-USERS

Respondents	Number of Books Read						
	None	1-12	13-24	25-50	51 or More	No Response	Total
Users							
Per Cent	8	34	11	23	5	20	100
Number	32	133	44	90	18	77	394
Non-Users							
Per Cent	29	46	7	12	3	4	100
Number	102	164	24	41	10	14	355

More than three times as many non-users as users of the library were "non-readers" of books during the year. There is an increasing number of books being read by library users after the first dozen books. Non-users of the library tend to read more books in the category of "1-12 books" than library users.

When a moderate number of books are considered (13-24), users generally read more than non-users, and the same pattern is true for (25-50 books) other categories of increased reading levels.

TABLE 7.14

FREQUENCY DISTRIBUTION OF THE NUMBER OF BOOKS READ BY EDUCATIONAL LEVEL

	High Education		Low Education	
Number of Books Read	User	Non-User	User	Non-User
None	2%	13%	10%	33%
1-12	31	48	36	47
13-24	15	11	10	5
25-50	31	14	20	11
51 or more	6	4	4	2
No Response	16	10	21	3
Total Per Cent	100	100	100	100
Number	(116)	(71)	(263)	(273)

Table 7.14 shows the relation of education to the frequency of books read. Non-users of the library tend to read "none or less than 12 books." From the data persons with a low education read fewer books in both groups. Users and non-users differ in the number of books read and their education.

In the next table (7.15) the frequency distribution of the number of books read in the previous years by social class is given. Individuals who use the library in the middle class tend to read fewer books than the other class groups. Lower class persons not using the library read the least.

TABLE 7.15

FREQUENCY DISTRIBUTION OF THE NUMBER OF BOOKS READ BY SOCIAL CLASS

	SOCIAL CLASS					
	High		Middle		Low	
Number of Books Read	User	Non-User	User	Non-User	User	Non-User
None	5	17	10	26	11	40
1-12	35	52	40	48	22	40
13-24	12	7	10	7	12	6
25-50	26	14	17	12	26	10
51 or more	5	5	6	3	2	1
No Response	19	5	16	3	26	4
Total Per Cent	100	100	100	100	100	100
Number	(156)	(81)	(146)	(149)	(91)	(126)

Reasons for Reading

As we turn to the reason for reading and the type of reading material we find the following information: that the users of the library use the library more for the acquisition of fiction books which can be directly correlated with their reading for personal enjoyment. Besides, their book reading habit the regional users of the library indicate a higher frequency of reading selective magazines both at home and at the library. Whereas, with the non-users, we find that they too, read mostly for their personal enjoyment. Another find that may be noted here is that 54% of the non-users gave a "no response" to the type of book looked for at the local library. We may properly assume from this data that the non-users are probably not too aware of the kinds of books or magazines available in the town library.

Users and non-users of the library facility in the nine towns were questioned as to their reason for reading. The data indicates that in eight towns the respondents gave personal enjoyment or entertainment as their main reason. This finding is in keeping with another question which asks about the kinds of books they select from the library. The users had indicated a greater use of novels, humor, and drama. This confirms their selection being mostly for enjoyment.

TABLE 7.16

RESPONSES OF THE USERS AND NON-USERS OF THE RURAL LIBRARY PERTAINING TO THEIR REASON FOR READING AND READING SELECTIONS

Reason for Reading	Users	Non-Users
Personal Enjoyment	54%	42%
Information - Self-Improvement	22	33
Problem Solving-Self-Improvement	2	2
Personal Enjoyment/Information/ Self-Improvement	14	15
Personal/Enjoyment/ Problem Solving	1	--
Information/Problem Solving	1	1
Personal/Enjoyment/Information/ Problem Solving	4	3
Other	1	1
Exclusions		
Total Per Cent	100	100
Number	(394)	(355)

TABLE 7.17

BOOK REQUESTS OF LIBRARY USERS AND NON-USERS

Type of Book Requested from Library	Users	Non-Users
Fiction	40	19
Non-Fiction	27	19
Magazines	2	1
Miscellaneous	1	2
Three or Less of the Above	21	5
Four or Five of the Above	1	
No Information	8	54
Total Per Cent	100	100
Number	(394)	(355)

With regard to magazines read in the library, the users, like the non-users, do not regularly use the facility for these purposes. This may be occasioned by a lack of knowledge of magazines subscribed to by the local library and not having an occasion for the kind of information usually contained in periodicals.

TABLE 7.18

What do you Most Often Read	Users	Non-Users
Newspapers	13	22
Magazines	12	15
Books	21	10
Newspapers/Magazines	11	23
Newspapers/Books	6	1
Magazines/Books	3	1
Newspapers/Magazines/Books	33	26
Never	--	1
Other	1	1
Total Per Cent	100	100
Number	(394)	(355)

Magazines Regularly to Read at Home	Users	Non-Users
Yes	92	85
No	7	12
No Information	1	3
Total Per Cent	100	100
Number	(394)	(355)

Magazines Regularly to Read at Library	Users	Non-Users
Yes	7	1
No	91	94
No Information	2	5
Total Per Cent	100	100
Number	(394)	(355)

Respondents were asked if they read a newspaper regularly. Table 7.19 shows that all nine towns have a high level of its respondents reading a newspaper regularly. Both the users and non-users of the library indicate a high level of newspaper reading. In five towns the users indicate a higher number of respondents using the library facilities. In all three regions, the users of the library responded more favorably to reading a newspaper than the non-users.

In the survey, respondents were also asked, "When you read, do you most often read newspapers, magazines, or books?"

The findings reported in Table 7.20 are divided by the mode of written communication most often read. In seven towns out of nine, three modes are used equally are as follows: newspapers, magazines, and books. As for the non-users the two modes most often represented are newspapers and magazines. A substantial difference exists between groups in the reading of books. In the regions a consistent frequency among the library users is found in their reading pattern. They read newspapers, books, and magazines equally. Whereas, the non-users most often read only newspapers and magazines.

Respondents noted next how often they read or glanced through magazines.

Table 7.21 indicates the frequency of reading or glancing through magazines by library users and non-users in the nine towns. First, it may be observed from this data that the users seem to have a better awareness of their reading habits as seen from their reading of magazines. In the regional description the sample of non-users read/glanced at magazines more than the users of the library. But, that the users of the library read/glance at magazines once or twice weekly. This is probably due to the fact as we have seen from prior data that they have a variation of modes of reading.

Respondents were asked if there were particular magazines that they read regularly at home.

In the last table, 7.22, we can observe a reading pattern between the groups. The users indicate a slightly higher percentage in their distribution of responses as to the selectivity of the magazines read in their home. When examining the regional data, we can again observe that the users of the library have over 90 per cent use of magazines.

TABLE 7.19-20

DO YOU READ A NEWSPAPER REGULARLY?

	Region		State A						State B						State C					
	Northern New England Total		Valley Town 1		Stony Creek 2		Three Rivers 3		Inter-vale 4		Five Corners 5		Factory-ville 6		Hill Side 7		Farm Town 8		Easton 9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	94	91	96	97	80	79	100	100	82	87	96	89	95	92	98	98	98	92	94	93
No	6	9	4	3	20	21			18	13	4	11	3	8	2	2	2	8	6	7
No Response													2							
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

WHEN YOU READ, DO YOU MOST OFTEN READ NEWSPAPERS, MAGAZINES OR BOOKS?

	Region		State A						State B						State C					
	Northern New England Total		Valley Town 1		Stony Creek 2		Three Rivers 3		Inter-vale 4		Five Corners 5		Factory-ville 6		Hill Side 7		Farm Town 8		Easton 9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Newspaper	13	22	13	21	10	6	33	37	18	40	22	22	13	14	6	20	23	23	10	27
Magazine	13	15	9	24	14	13	30	37	12	11	20	17	2	3	10	14	12	13	10	37
Books	22	10	18	12	16	6	20	11	29	5	15	20	20	6	39	8	19	6	25	13
All	33	26	29	30	29	21	17	15	29	26	32	17	44	53	25	18	42	32	41	23
Never Read		1				2												2		
News & Mag	10	23	11	12	10	45			6	18	9	22	10	22	10	35	23	19	10	
News & Bks	6	1	15		11	4			6				7		6	4		2	2	
Mags & Bks	3	1	4		10								4	2	4	1	1	2	2	
Other		1	1	1		3					2	2						1		
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 7.21-22

Table 7.21-22

HOW OFTEN DO YOU READ OR GLANCE THROUGH MAGAZINES?

RESPONSES	Region Northern New England Total		State A						State B						State C					
			Valley Town 1		Stony Creek 2		Three Rivers 3		Inter-vale 4		Five Corners 5		Factory-ville 6		Hill Side 7		Farm Town 8		Easton 9	
	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Almost Every Day	42	43	42	30	31	32	37	37	47	58	52	41	44	50	39	33	47	59	41	43
Every Other Day	14	15	11	21	28	26	23	33	18	8	7	15	15	11	10	14	5	2	16	10
Once or Twce a Wk	36	29	38	36	33	30	37	26	18	18	37	33	30	25	43	41	44	21	35	30
Less	6	7	7	9	8	6	3	4	12	8	4	2	9	11	4	10	4	9	4	7
Never	1	3	2			4			5	3		4		3				4	4	7
Don't Know	1	3		4		2				5		5	2		4	2		5		3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

ARE THERE ANY PARTICULAR MAGAZINES THAT YOU READ REGULARLY AT HOME?

RESPONSES	Region Northern New England Total		State A						State B						State C					
			Valley Town 1		Stony Creek 2		Three Rivers 3		Inter-vale 4		Five Corners 5		Factory-ville 6		Hill Side 7		Farm Town 8		Easton 9	
	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	91	86	82	88	94	81	100	100	82	92	89	89	98	86	94	80	91	81	92	80
No	7	12	15	12	6	11			18	8	9	7	2	11	4	18	5	15	8	20
Don't Know	2	2	3			8					2	4		3	2	2	4	4		
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CHAPTER 8

LIBRARY KNOWLEDGE AND EXPERIENCE IN SMALL TOWN LIBRARIES

While the profile data reported earlier represents a valid model characterization of Users and Non-users of the rural library, at the same time it obscures the fact, that important differences exist among the people concerning the local library. One would inquire whether these characteristics would be maintained for knowledge pertaining to library facilities and library services. To clarify such questions, this chapter deals with variation in the characteristics of the User and Non-users in these different sub-groups.

TABLE 8.1

THE RESPONSES OF USERS AND NON-USERS OF THE RURAL LIBRARY BY THEIR KNOWLEDGE OF LIBRARY FACILITIES

Library Facilities	Users	Non-Users
Location Proper		
Yes	93%	88%
No	5	9
Don't Know	2	3
Total	100	100

TABLE 8.1

THE RESPONSES OF USERS AND NON-USERS OF THE RURAL LIBRARY BY THEIR KNOWLEDGE OF LIBRARY FACILITIES
(CONTINUED)

Library Facilities	Users	Non-Users
Hours Opened		
Yes	85%	45%
No	15	54
Don't Know		1
Total	100	100
Telephone		
Yes	49	48
No	45	43
Don't Know	6	9
Total	100	100
Arrangement of Books		
Yes	90	55
No	9	38
Don't Know	1	7
Total	100	100
Name of Librarian		
Yes	91	65
No	9	34
Don't Know		1
Total	100	100
TOTAL NUMBER	394	355

From Table 8.1, the data indicates marked differences in the Users and Non-users on the amount of knowledge they possess with regard to library facilities and services. First of all, the Users of the library consistently showed a higher frequency of favorable responses on their knowledge of the library facilities. Only in one category were the differences negligible.

The main finding here, however, is that all spheres of the Users of the library tend to have more knowledge of the library facilities than the Non-users. It has been assumed that library use is based on an understanding and knowledge of the agency and its services.

Table 8.2 gives the frequency distribution of respondent's knowledge about telephone service in the library. We find an awareness of the Users and Non-users in the towns concerning the communication services of the library. Both the Users and Non-users seem to have a clear idea of this question. There is consistent agreement in both of these categories among the Users and Non-users. The data has particular significance in those towns studied where the library lacks telephone service.

The data concerning phone service, when studied regionally, we observe the similarity in the responses for both Users and Non-users in their knowledge of this service. In some rural communities in the study, a few residents are just beginning to telephone their local library for their needs.

One of the interesting problems in small communities is that the library hours are frequently not posted and it is assumed that everybody knows when the library is open. Respondents in the survey were asked if they knew when the library was open.

TABLE 8.2-3

DOES THE LIBRARY HAVE A TELEPHONE?

	Region		State A						State B						State C			
	Northern New England Total		Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town	
			1		2		3		4		5		6		7		8	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	49	48	67	55	98	79	53	44	100	92	7	20	98	89	35	41	7	4
No	45	43	24	36		13	43	37		8	83	78			59	51	88	92
Don't Know	6	9	9	9	2	8	4	19			10	2	2	11	6	8	5	4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47

	State C	
	Easton	
	9	
RESPONSES	U	NU
Yes	10	17
No	78	50
Don't Know	12	33
Total	100	100
N	49	30

DO YOU KNOW THE HOURS WHEN THE LIBRARY IS OPEN?

	Region		State A						State B						State C			
	Northern New England Total		Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town	
			1		2		3		4		5		6		7		8	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	85	46	82	42	94	49	77	26	77	45	78	44	94	64	90	49	77	28
No	15	54	18	58	6	49	23	74	23	55	22	56	6	33	10	49	23	70
Don't Know																		
No Response		1				2								3		2		2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47

	State C	
	Easton	
	9	
RESPONSES	U	NU
Yes	90	53
No	10	47
Don't Know		
No Response		
Total	100	100
N	49	30

In Table 8.3 the data presented indicates knowledge of library hours. Differences can be observed between the Users and Non-users as to their knowledge of library hours. More than three quarters of the Users knew the hours that the library was open, in contrast to some forty per cent of the Non-users who did not possess this information. Regionally, we find that 85 per cent of each region, the Users were aware of the library hours, whereas, only fifty per cent of the Non-users were aware of this information. This suggests that libraries should make extensive efforts to develop this knowledge in the community. Libraries can post the hours in front of the building; make regular announcements in newspapers and other local publications; and remind the patrons of changes and to tell their friends of the library service.

The respondents in the survey were asked about their knowledge or understanding of the way the books in the town library collection were arranged. From Table 8.4, we observe that more than 80 per cent of the Users understood the book arrangement in the library, in contrast to 50 per cent of the Non-users group. A positive association can be seen between the Users of library facilities and their understanding the manner books are arranged in the library. In the region, the Users indicate a higher percentage of understanding of library arrangement than the Non-users. It is believed that library registration card-holders understand the arrangement of books because they check out books and use the library services.

TABLE 8.4-5

DO YOU UNDERSTAND THE WAY THE BOOKS ARE ARRANGED IN THE LIBRARY?

			State A						State B						State C			
	Region Northern New England Total		Valley Town		Stony Creek		Three Rivers		Inter-Vale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	91	55	55	36	78	60	83	70	88	42	78	57	85	58	84	59	88	55	94	57
No	9	38	42	58	20	36	13	19	12	55	15	30	15	39	14	35	9	40	6	27
Don't Know		7	3	6	2	4	4	11		2	7	13		3	2	6	3	5		16
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

DO YOU KNOW THE NAME OF THE TOWN LIBRARIAN?

			State A						State B						State C					
	Region Northern New England Total		Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	91	65	91	79	80	47	97	48	100	84	82	67	98	56	84	51	98	64	98	97
No	9	35	9	18	20	53	3	52		16	18	30	2	39	16	49	2	34	2	3
Don't Know				3								3		5				2		
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

"Do you know the name of the town librarian?" was a question of major interest in the small towns.

In Table 8.5 the data presented indicates the proportion of Users and Non-users who possess knowledge of the librarian's name. Among the Users more than 90 per cent of them did possess this information. Again, this is probably due to the fact that as users they do go to the library and become acquainted with the town librarian. When studied by regions, the data indicates a 90 per cent awareness on the part of the Users and only a 64 per cent on the part of the Non-users. In a rural community, knowing a person's name is important information. Only nine per cent of the Users did not know the librarian by name, whereas thirty-five per cent of Non-users were unaware of the name.

In Table 8.6, the knowledge of library's service and facility by educational level is given for a set of responses. Individuals with a high educational level tend to give a greater positive response (yes) to the questions; for example 94 per cent of the high education Users know the name of the librarian, whereas only 89 per cent of Non-users have this information. In most instances, Users of the library have more knowledge of the library than Non-users. A close examination of the Non-user and User data differences can be attributed to library use.

TABLE 8.6

KNOWLEDGE OF THE LIBRARY BY EDUCATION

A. Library User

	EDUCATION	
	High	Low
Knowledge of Telephone Service		
Yes	51	50
No	42	45
Don't Know	7	5
Total Per Cent	100	100
Number	116	263
Knowledge of Librarian's Name		
Yes	94	89
No	6	11
Don't Know		
Total Per Cent	100	100
Number	116	263
Knowledge of Library Hours		
Yes	89	84
No	11	16
Don't Know		
Total Per Cent	100	100
Number	116	263
Knowledge of Book Arrangements		
Yes	91	76
No	9	21
Don't Know		3
Total Per Cent	100	100
Number	116	263

TABLE 8.6

KNOWLEDGE OF THE LIBRARY EDUCATION

B. Library Non-User

	EDUCATION	
	High	Low
Knowledge of Telephone Service		
Yes	54	47
No	38	43
Don't Know	8	10
Total Per Cent	100	100
Number	71	273
Knowledge of Librarian's Name		
Yes	80	61
No	18	39
Don't Know	2	
Total Per Cent	100	100
Number	71	273
Knowledge of Library Hours		
Yes	55	41
No	44	58
Don't Know	1	1
Total Per Cent	100	100
Number	71	273
Knowledge of Book Arrangements		
Yes	70	51
No	25	42
Don't Know	5	7
Total Per Cent	100	100
Number	71	273

Knowledge Index of Library Service

In order to show a composite picture of the Library User's knowledge of the library facilities and services, an index was developed, using these questions:

- Do you know the hours when the library is open?
- Does the library have a telephone?
- Do you know the name of the town librarian?
- Do you understand the way the books are arranged in the library?

The responses to the above questions were scored: "No Response" (0), "Yes" (2), "No" (1), and "Don't Know" (1). The range of responses was 0 to 8.

Library Users have a higher knowledge score than Non-users. Three times as many as library Users as Non-users knew the name of the librarian, the arrangement of books, library hours, and telephone service.

TABLE 8.7

FREQUENCY DISTRIBUTION OF LIBRARY KNOWLEDGE

Index Score	Library Users Number	Non-Users Number
0 (Low)	-	-
1	-	2
2	1	2
3	1	1
4	7	15
5	10	63
6	27	97
7	92	90
8 (High)	255	85
Total Number	394	355

Variation by Knowledge of Services

Next, Table 8.8 compares the Users and Non-users of the rural library by their knowledge of available services provided by the local library.

At this point, it is important to re-emphasize that the purpose of this chapter is to describe the knowledge characteristics of the Users and Non-users of the rural library, not to explain participating behavior.

It is clear from the data that the difference that may exist between the User and Non-user on their knowledge of library services are not overwhelming. This could be attributed to the lack of knowledge by both groups pertaining to the services that a library should perform. This would seem to indicate that these two groups are not aware of present-day trends of a library's functions.

TABLE 8.8

THE RESPONSES OF USERS AND NON-USERS OF THE RURAL LIBRARY PERTAINING TO THEIR KNOWLEDGE OF LIBRARY FACILITIES

	Users	Non-Users
Inability of library to supply books requested		
Yes	30%	12%
No	68	71
Don't Know	2	17
Total	100	100

TABLE 8.8

THE RESPONSES OF USERS AND NON-USERS OF THE RURAL LIBRARY PERTAINING TO THEIR KNOWLEDGE OF LIBRARY FACILITIES (CONTINUED)

	Users	Non-Users
Librarian offered inter-library loan		
Yes	22%	8%
No	10	6
Don't Know	68	86
Total	100	100
Librarian helped in problem-solving		
Yes	48	24
No	50	70
Don't Know	2	6
Total	100	100
Librarian helped with children's homework		
Yes	22	18
No	30	24
Don't Know	48	58
Total	100	100
TOTAL NUMBER	394	355

The 749 respondents were asked if the library hours were convenient for their use. Table 8.9 presents the selection of the respondents as to the convenience of the library hours. There is little difference in the percentage for "yes" selection for both Users and Non-users. As for the "no" alternative, a slight increase may be noted among the users. We may probably assume a greater awareness of the inconvenience occasioned by the library hours due to this group's use of the library facilities. As for the regional scene, the data supports the individual town findings. The Users of the library show a slight increase over the Non-users in the "yes" category.

Table 8.10 gives the responses to the question: "Should the library be opened at night during the week?"

The table presents the responses of the Users and Non-users on the question of evening hours for the library. More than 75 per cent of the Users and Non-users in seven towns gave a favorable response to this question. We may probably assume from this that the Users and Non-users regard as one of the library's role is the servicing the townspeople work schedule. With regard to the three states, slight differences seem to exist with regions. In one state, more respondents in both categories showed a greater number of favorableness to evening hours. The other two states (2 and 3) on this question showed a similarity of responses among its category of Users. When taken as a regional unit, a slight increase can be distinguished for the Users over the Non-users on the "yes" response to the question.

In Tables 8.11-12, respondents were asked about the improvement of the library program. Table 8.11 reports the responses concerning suggestions for library improvement. Over 50 per cent of the Non-users in each town said that they had no suggestions for improvement. In only two towns the Users of the library stated that they had suggestions for improvement. Out of the seven towns remaining, more than 60 per cent of the Users replied that they had no suggestions for improvements.

"Do you think there should be a town vote to enlarge the library or expand the library services?" This was the next question asked in the survey.

The frequency distribution in Table 8.12 represents the political attitude of the Users and Non-users of the library pertaining to their local library. Most Users and Non-users do not favor a vote concerning the expansion of library services.

Table 8.13-14 gives the frequency distribution of responses to a question about library controversy. In all towns the Users and Non-users consistently replied NO to this question. From this we can conclude that the library has been a rather stable institution in the local community. The library was not involved in any striking controversial issue. In most towns, more than 90 per cent of the respondents were unaware of any kind of controversy. The library did not promote controversy nor was any controversy promoted against the library either within the region.

The respondents were asked, "Has the librarian ever helped you to solve a specific problem or answer a question?"

Table 8.14 presents the frequency distribution for the Users and Non-users of the library for the nine towns in this study. The data for the Users of the library indicates that there are no virtual differences in their responses as to the helpfulness of the librarian. In contrast, the data of the Non-users indicate a substantial difference.

TABLE 8.9-10

ARE THE LIBRARY HOURS CONVENIENT FOR YOU

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	86	81	89	91	94	89	66	59	100	76	82	74	85	89	86	86	93	85	84	70
No	10	9	4	3	4	7	27	11		11	5	13	15	6	12	6	7	9	16	14
Don't Know	4	10	7	6	2	4	7	30		13	13	13		5	2	8		6		16
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

SHOULD THE LIBRARY BE OPENED DURING THE EVENING

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	82	75	96	94	98	92	77	81	24	24	74	61	100	83	86	94	93	89	45	43
No	16	18			2	4	23	15	76	71	19	28			12	2	7	9	55	43
Don't Know	2	7	4	6		4		4		5	7	11		17	2	4		2		14
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 8.11-12

DO YOU HAVE SUGGESTIONS FOR IMPROVEMENT OF TOWN LIBRARY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSE	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	36	20	58	39	28	11	40	41	24	8	26	26	46	14	31	17	14	9	31	27
No	57	73	29	49	64	89	60	52	70	89	72	63	41	69	63	83	86	85	61	60
Don't Know	7	7	13	12	8			7	6	3	2	11	13	17	6			6	8	13
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

SHOULD THE TOWN VOTE TO EXPAND OR ENLARGE THE LIBRARY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSE	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	44	34	80	73	33	19	77	78		16	35	44	46	19	43	22	26	32	39	20
No	50	59	20	15	55	77	20	19		82	44	36	44	78	55	76	70	60	57	73
Don't Know	6	7		12	12	4	3	3	100	2	25	20	10	3	2	2	4	8	4	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 8.13-14

RESPONSE PATTERN FOR KNOWLEDGE OF LIBRARY CONTROVERSY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	9	5	2	3	10	2	40	15	12		13	13	11		4	4	5	4	2	3
No	87	92	98	94	88	94	60	85	88	100	76	78	87	92	94	96	93	94	92	94
Don't Know	4	3		3	2	4					11	9	2	8	2		2	2	6	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

RESPONSE PATTERN FOR REFRAINING ASKING LIBRARIAN FOR HELP

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	1	1		3		4			6			2	2		2		2		2	
No	98	95	98	94	98	92	100	100	94	100	98	89	98	97	98	94	98	98	96	90
Don't Know	1	4	2	3	2	4					2	9		3		6		2	2	10
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CHAPTER 9

RURAL LIBRARY USE PATTERNS

This study concerns itself with the role and function of rural libraries, attitudes toward the rural libraries and the problems of operation of rural libraries. It is of the utmost importance then to look closely at the citizens that are using the rural libraries. Of the entire sample of 749 people 419, or 55.9%, said that they used their town library. 325, or 43.4%, said that they did not use their town library and there were four people who didn't answer the question.

For the purpose of this study, however, library users and non-users were classified as library registrants and non-registrants. Although the numbers of people who were said to be registrants but did not use the library and the people who were judged to be non-registrants but indicated they did patronize their library was substantial, the categories remain as the primary variables.

TABLE 9.1

DO YOU USE THE TOWN LIBRARY BY USER - NON-USER

	User	Non-User
Yes	85.8%	22.8%
No	13.5	76.6
No Response	.7	.6

Thirteen and one half per cent of the users (registrants) said they didn't use the library and 22.8 per cent of the non-users (non-registrants) said they did use the library. These differences, although they may indicate discrepancies between the groups, does not seriously bias the sample groups. The user and non-user groups were kept as constants so that variables could be applied to them as control groupings and we used the librarian's image of a library user to determine the individual's membership in the proper sampling group.

The next most obvious question would be to find out how often these library users do actually use their library. The table below shows the results of this question.

TABLE 9.2

FREQUENCY OF VISITS TO LIBRARY BY LIBRARY USERS

	Not at All	Yearly	Twice a Month or Less	Weekly	More Than Once a Week	Don't Know	No Response
Users	9.9	13.2	47.2	19.5	3.8	3.3	3.0
Non=Users	59.	14.	11.	3.	1.	6.	6.

Almost half of the users visited the library twice a month or less and about twenty per cent of the users visited weekly.

TABLE 9.3

FREQUENCY OF VISITS OF LIBRARY USERS BY SOCIO-ECONOMIC-STATUS

	Not at All	Yearly	Twice a Month or Less	Weekly	More Than Once/Week	Don't Know	No Response	Total
High	5.8	16.0	49.4	19.9	5.1	1.9	1.9	100
Middle	11.6	16.4	44.5	15.8	4.1	2.7	4.8	100
Low	14.3	3.3	47.3	25.3	1.1	6.6	2.2	100
FREQUENCY OF VISITS OF LIBRARY USERS BY EDUCATION								
High Education	4.3	12.9	54.3	19.8	5.2	1.7	3.4	100
Low Education	11.8	13.3	44.9	19.4	3.4	3.8	3.4	100
FREQUENCY OF VISITS OF LIBRARY USERS BY TYPE OF OCCUPATION								
White Collar	7.1	17.4	44.6	21.7	4.9	2.2	2.2	100
Blue Collar	13.7	9.9	49.7	15.5	2.5	5.0	3.7	100

TABLE 9.3 (Continued)

	Not at All	Yearly	Twice a Month or Less	Weekly	More Than Once/Week	Don't Know	No Response	Total
				FREQUENCY OF VISITS OF LIBRARY USERS BY AGE				
Young	8.0	22.0	50.0	10.0	4.0	2.0	4.0	100
Middle	10.1	13.0	46.4	19.6	4.0	3.6	3.3	100
Old	11.7	3.3	50.0	26.7	3.3	3.3	1.7	100
				FREQUENCY OF VISITS OF LIBRARY USERS BY YEARS OF RESIDENCE IN TOWN				
New Comer	6.8	10.2	52.5	20.3	6.2	2.4	0.0	100
Old Timer	10.4	13.7	46.3	19.4	3.3	3.3	3.6	100
				FREQUENCY OF VISITS OF LIBRARY USERS BY INCIDENCE OF READING DIFFICULTY				
Difficult	30.0	25.0	25.0	10.0	0.0	10.0	0.0	100
Not Difficult	8.8	12.6	48.5	20.1	4.0	2.7	3.2	100

From the preceding table we can see that almost one half of the library users use the library twice a month and close to twenty per cent of the users use the library once a week. Over seventy-five per cent of the "old" users use the library twice or more a month.

The largest per centage not using the library at all are those that report having difficulty reading. The smallest per centage of the respondents not using the library at all is the high education group.

It is important to observe what type of books are sought after when the library is visited. As seen in the table below, FICTION was the most sought after type of book with slightly over 40 per cent of those using the library looking for fiction. The next most popular category was non-fiction followed by reference books, magazines, and general information. Approximately 22 per cent of the respondents reported using the library for more than one category.

TABLE 9.4

BOOKS SOUGHT IN THE LIBRARY BY USERS

	Reference	Fiction	Non-Fiction	Magazines	Information	2	3	4	5	No Response
Users	5.8	40.4	21.3	1.5	1.3	19.0	2.3	.5	.3	7.6

In the following tables user preference is shown by Socio-Economic-Status, Education, Age, Years in Residence, and Reading Difficulty.

TABLE 9.5

KINDS OF BOOKS SOUGHT IN THE LIBRARY BY SOCIO-ECONOMIC-STATUS

	Reference	Fiction	Non-Fiction	Maga-zines	Infor-mation	2	3	4	5	Other	Total
						Number of Categories					
High	8.3	33.3	20.5	1.3	1.3	25.0	2.6	1.3	0.0	6.4	100
Middle	4.8	40.4	25.3	1.4	1.4	15.8	2.7	0.0	0.7	7.5	100
Low	3.3	52.7	15.4	2.2	1.1	14.3	1.1	0.0	0.0	9.9	100
BY EDUCATION											
Low Education	5.3	46.8	16.7	1.9	1.5	16.3	1.5	.4	.4	9.1	100
High Education	6.9	22.4	34.5	.9	0.0	26.7	4.3	.9	0.0	3.4	100
BY OCCUPATION											
White Collar	7.6	35.9	22.3	.5	.5	22.8	2.7	1.1	0.0	6.5	100
Blue Collar	5.6	42.2	23.6	2.5	1.9	11.8	2.5	0.0	0.6	9.3	100
BY AGE											
Young	12.0	54.0	14.0	2.0	0.0	10.0	4.0	0.0	0.0	4.0	100
Middle	6.2	37.0	23.9	1.4	1.4	18.1	2.5	0.7	0.4	8.3	100
Old	0.0	40.0	18.3	1.7	1.7	31.7	0.0	0.0	0.0	6.7	100

TABLE 9.5 (Continued)

KINDS OF BOOKS SOUGHT IN THE LIBRARY BY YEARS IN RESIDENCE

	Reference	Fiction	Non-Fiction	Maga-zines	Infor-mation	2	3	4	5	Other	Total
						Number of Categories					
New Comer	1.7	44.1	23.7	0.0	1.7	20.3	3.4	1.7	0.0	3.4	100
Old Timer	6.6	39.7	20.9	1.8	1.2	18.8	2.1	0.3	0.3	8.4	100

BY READING DIFFICULTY

	Reference	Fiction	Non-Fiction	Maga-zines	Infor-mation	2	3	4	5	Other	Total
Difficult	10.0	15.0	20.0	0.0	0.0	10.0	0.0	0.0	0.0	45.0	100
Not Difficult	5.4	41.8	21.4	1.6	1.3	19.6	2.4	0.5	0.3	5.6	100

The next area of library use to be looked at is the circulation patterns of the library collection. To do this the respondents were asked, "Approximately how many books would you say you have withdrawn from the library in the past year?" In the table below, the number of books withdrawn of the past year by library user are shown.

TABLE 9.6

NUMBER OF BOOKS WITHDRAWN FROM THE LIBRARIES DURING THE PAST YEAR

	None	1-2	3-5	6-10	11-15	16-20	21-30	31-50	51-70	71-90	Don't Know	Total
Number	83	15	3.1	44	37	20	39	37	10	13	65	394
Per Cent	21.1	3.8	7.9	11.2	9.4	5.1	9.9	9.4	2.7	3.3	16.5	100

In the above table we see that the number of books is spread almost equally into all the categories. However, without further analysis it is impossible to determine any sort of trend. In the table following, the numbers of books withdrawn from the libraries is broken apart by types of users and some interesting differentials may be observed. Without detailed statistical analysis, it is not possible to tell if there is any significant difference between two groups; however, some isolated findings are particularly interesting. For example, more people with a low Socio-Economic-Status score took out more books than those people with a high score and more blue collar workers took out 21 or more books last year then did their white collar counterparts.

TABLE 9.7

HOW MANY BOOKS HAVE YOU WITHDRAWN FROM THE LIBRARY/PER YEAR BY TYPES OF USERS

	None	1-2	3-5	6-10	11-15	16-20	21-30	31-50	51-70	71-90	Don't Know	Total
BY SOCIO-ECONOMIC-STATUS												
High	19.9	5.8	6.4	17.3	9.0	5.1	9.0	7.1	3.2	3.8	13.5	100
Middle	24.7	3.4	7.5	8.9	11.0	4.8	8.9	10.3	2.1	2.7	15.8	100
Low	17.6	1.1	11.0	4.4	7.7	5.5	12.1	12.1	2.2	3.3	23.1	100
BY EDUCATION												
Low	23.6	2.7	9.9	9.1	9.1	5.3	8.4	9.1	3.0	2.7	17.1	100
High	15.5	6.9	4.3	17.2	10.3	5.2	11.2	9.5	1.7	4.3	13.8	100
BY OCCUPATION												
White Collar	19.6	6.0	6.0	16.3	8.7	4.9	9.2	8.7	3.3	3.3	14.1	100
Blue Collar	24.8	1.2	10.6	5.0	12.4	5.6	10.6	9.3	2.5	2.5	15.5	100

TABLE 9.7 (Continued)

HOW MANY BOOKS HAVE YOU WITHDRAWN FROM THE LIBRARY/PER YEAR BY TYPES OF USERS

	None	1-2	3-5	6-10	11-15	16-20	21-30	31-50	51-70	71-90	Don't Know	Total
BY AGE												
Young	18.0	8.0	18.0	8.0	10.0	6.0	6.0	10.0	4.0	2.0	10.0	100
Middle	22.1	3.3	7.6	12.0	9.4	4.3	10.1	10.1	2.9	3.6	14.5	100
Old	16.7	3.3	1.7	11.7	10.0	8.3	13.3	5.0	0.0	1.7	28.3	100
BY YEARS IN TOWN												
New Comer	13.6	5.1	1.7	16.9	5.1	5.1	8.5	13.6	3.4	5.1	22.0	100
Old Timer	22.4	3.6	9.0	10.1	10.1	5.1	10.1	8.7	2.4	3.0	15.5	100
BY READING												
Difficult	55.0	10.0	5.0	0.0	10.0	10.0	5.0	0.0	0.0	0.0	5.0	100
Not Difficult	19.3	3.2	8.0	11.8	9.4	4.8	10.2	9.9	2.7	3.5	17.2	100

In our investigation of library use we have touched upon the users contact with the librarian. Forty-eight per cent of the library users had been helped by a librarian to solve a particular problem or answer a specific question while forty-nine per cent of the users had either never asked a librarian for help or the librarian had not been able to help them. These problems run the full spectrum from helping chose books to teaching someone to use reference books or answering questions about the town history. One librarian helped a patron obtain a film for a home use demonstration group, and another librarian helped a patron assemble reference material for a correspondence course.

The respondents were asked if there was any reason why they didn't like to use the library and slightly over ten per cent of the users said "yes." The reasons given were inadequate collection, lacked time, health reasons, poor eyesight, inadequate reference section, personality conflict with the librarian, distance, difficulty in returning books, and general disinterest in reading and the library.

TABLE 9.8

HAS THE LIBRARIAN EVER HELPED YOU TO SOLVE A PROBLEM OR ANSWER A QUESTION?

	Region Northern New England Total		State A								State B				State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	48	24	46	18	55	32	60	44	59	16	43	28	41	17	49	26	42	15	49	20
No	50	70	51	76	43	64	40	52	41	84	52	61	54	72	51	71	58	81	49	70
Don't Know	2	6	3	6	2	4		4			5	11	5	11		3		4	2	10
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

IF YES, DID THE LIBRARIAN OFFER TO GET THE BOOKS FROM ANOTHER LIBRARY?

	Region Northern New England Total		State A								State B				State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	22	8	20	15	20	4	20	7	35	13	13	11	13		41	10	12	4	22	3
No	10	6	73	3	6	2	12	4			9	11	22	8	12	4	16	13	4	7
Don't Know	68	86	7	82	74	94	68	89	65	87	78	78	65	92	47	86	72	83	74	90
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 9.8 (Continued)

IN THE PAST, WAS THE LIBRARY UNABLE TO SUPPLY YOU WITH ANY BOOKS YOU HAD REQUESTED?

	Region Northern New England Total		State A								State B						State C			
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	30	12	20	18	2[illegible]	9	51	12	35	16	15	18	37	14	35	6	27	10	37	11
No	67	76	73	61	77	77	49	80	65	82	80	74	59	75	63	85	74	73	63	74
Don't Know		6		21		15		8		3	6	9	4	11	2	9		17		15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

The respondents were then asked if the library had been unable to supply them with any books they had requested. Almost thirty per cent said "yes", while sixty-five per cent said "no". Twenty-two per cent of the sample then said the librarian had offered to get the book from another library. This twenty-two per cent represents a high per centage of those that were unable to get the book from their library, so that we can say that although the library may not have a particular volume, the librarian will still probably be able to supply it with the help of another library.

The library patrons were asked if they had any suggestions concerning the improvement of their library. Thirty-six per cent of the patrons did have at least one suggestion. The suggestions are listed in the order of the frequency of their appearance.

1. Enlarge or improve collections
2. Enlarge or improve library facilities
3. Open library more hours/week
4. Better supervision of children
5. Improve quality and/or number of personnel
6. Need for audio-visual materials, films, records, etc.
7. Weeding collection
8. Merge small libraries into one large library
9. Increase funds (town appropriation)

The reasons given when the respondents were asked why they did not use the library more often were: a lack of time, and the inadequacy of the library collection.

TABLE 9.9-10

Table

DO YOU HAVE ANY REASONS FOR NON-USE?

	Region		State A								State B						State C					
	Northern New England Total		Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	24	31	22	39	47	32	33	30	18	40	22	39	17	39	22	26	9	11	25	33
No	73	64	71	55	51	66	67	70	82	60	76	50	83	53	76	66	91	87	69	60
Don't Know	3	5	7	6	2	2					2	11		8	2	8		2	6	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CAN YOU THINK OF ANY REASON?

	Region		State A								State B						State C					
	Northern New England Total		Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	11	14	10	15	8	15	27	26		8	7	20	22	14	10	16	5	6	6	10
No	87	81	86	76	92	81	73		100		87	72	74	72	90	84	95	89	90	83
Don't Know	2	5	4	9		4		74		92	6	8	4	14				5	4	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CHAPTER 10

ATTITUDES TOWARD LIBRARY CHANGE AND IMPROVEMENT

The respondents were asked to indicate whether they agreed with a series of statements offering change or expanded library services in their town. It is generally held that the desire for change and library services expansion is related to library use, educational status, occupation, and other like variables.

Library use is the first variable used to examine the sample for attitude behavior. The following set of tables shows the similarities or differences in opinion between the library users and non-users. It should be noted that in some of these tables the agreement on a certain point between the two groups is very similar, e.g., Table No. 10-1 shows that 51% of the users and 51% of the non-users agree that the library should provide artistic exhibits; however, there is a substantial difference in the disagreement response from the two groups. In some cases, it is the disagreement between the two groups that will begin to show a trend.

TABLE 10.1

PERCENTAGE AGREEMENT OF USERS AND NON-USERS ON THE PROVISION OF EXHIBITS, i.e., PHOTOGRAPHS, PAINTINGS, AND FLOWER SHOWS AT LOCAL LIBRARIES

	Library User		Library Non-User	
Response	Per Cent	Number	Per Cent	Number
Agree	51	(202)	51	(182)
Undecided	15	(57)	19	(68)
Disagree	34	(132)	28	(98)
Total Per Cent (Number)	100	(391)	98	(348)
Exclusions	-	(3)	2	(7)

As can be seen in the above table, both groups indicate agreement with promise of introducing artistic exhibitions in their libraries. Although the agreement is far from unanimous (51%) we can say that slightly more than half of the people interviewed indicated they think the library should move in this direction. These people see the library as more than just an institution providing recreational reading, reference material and a guide and influence on the reading tastes and interests of the community. There is, however, a difference in dissent between the two groups. A greater per cent of the library users disagree with their idea than do the non-users. This may indicate that the present patrons of the library would like to keep their libraries as a reading establishment. Perhaps these patrons wish to use the library as a physical place to read and would not welcome the diversion of the proposed exhibits or the expanded number of visitors that would frequent the library to view the exhibits.

TABLE 10.2

PERCENTAGE OF USERS AND NON-USERS IN AGREEMENT WITH THE STATEMENT; "THE LIBRARY SHOULD PROVIDE EXHIBITS, i.e., PHOTOGRAPHS, PAINTINGS, AND FLOWER SHOWS," BY THE RELATIVE AGE OF THE RESPONDENTS.

	Library Users			Library Non-Users		
Respondent	Young	Middle	Old	Young	Middle	Old
Per Cent Agreement	62	50	43	45	45	43
Number	31	140	26	16	114	25

In an examination of the above table we can see that the greatest number of users in favor of the library adopting an exhibition program are the young people, 62%, while only 43% of the old users welcome the exhibits. In the rural areas a great many elderly people use the library as a reading room and this would tend to support the evidence that the users are hesitant to accept the exhibition program as it might disrupt their reading solitude. Another possible reason for the reticence on the part of the library users may be the feeling that if the library does initiate an exhibition program the book purchases may have to be cut back in order to afford the added cost of the new program. A further explanation of the low agreement of the older patrons may be the general attitude opposed to change that can be found in senior citizens in all areas, not only those that would apply to library service.

10.3

LIBRARY - SPECIAL EXHIBITS

	High Education		Low Education	
Response	User	Non-User	User	Non-User
Agree	59%	56%	49%	42%
Undecided	7	9	17	21
Disagree	34	34	33	35
Total Per Cent	100%	99%	99%	98%
Number	(116)	(70)	(261)	(266)
Exclusions	(1)	(1)	(2)	(7)

Respondents with a high education favor the adoption of an exhibit program more than those with a low education level. This agreement transcends user - non-user limits and tends to indicate that high education level respondents may appreciate the values of artistic exhibitions more than those with low education level as we note that the disagreement stays on an almost level plateau.

Socio economic status was an important factor in the analysis of the attitude toward change and adoption of an exhibition program.

TABLE 10.4

SPECIAL EXHIBITS AND SOCIAL CLASS

	High		Middle		Low	
Response	User	Non-User	User	Non - User	User	Non - User
Agree	53	54	52	43	48	39
Undecided	11	5	16	20	18	24
Disagree	35	38	30	37	34	32
Total Per Cent	99%	97%	98%	100%	100%	95%
Number	154	79	145	149	91	119

As shown in the above table, people with a high socio economic status showed more agreement than people with a low socio economic status with the statement concerning artistic exhibitions at their libraries. This may indicate that people of a high socio economic status are more interested in the arts and artistic exhibitions, Since it is generally assumed that high education is associated with a high socio economic status, the results of this array and the education array are similar.

The following table show the agreement and disagreement as it appeared in the nine sample towns; when comparing the two samples, there is a high degree of agreement existing among the users of the library in five towns.

TABLE 10.6

SHOULD THE LIBRARY PROVIDE EXHIBITS?

	Region Northern New England Total		State A								State B				State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Agree	55	49	75	70	45	38	57	63	70	37	24	20	39	36	35	33	35	45	94	83
Disagree	31	31	18	24	35	49	30	22	24	34	52	46	44	42	45	41	44	38	4	3
Don't Know	14	20	7	6	20	13	13	15	6	29	24	34	17	22	20	26	21	17	2	14
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

SHOULD THE LIBRARY HAVE FILMS?

	Region Northern New England Total		State A								State B				State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Agree	53	46	56	79	53	57	50	74	77	74	22	22	46	46	44	47	51	45	63	47
Disagree	35	30	20	18	26	26	37	15	12	16	54	52	28	23	45	33	37	30	25	23
Don't Know	12	24	24	3	21	17	13	11	11	20	24	26	26	31	11	20	12	25	12	30
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

The below table shows the agreement and disagreement in the nine sample towns for the second statement of change or expansion which the respondents were asked to react to; The Library should have films on a regular basis or have special film programs.

TABLE 10.7

"THE LIBRARY SHOULD HAVE FILMS ON A REGULAR BASIS OR HAVE SPECIAL FILM PROGRAMS".

Response	Library User		Library Non-User	
	Per Cent	Number	Per Cent	Number
Agree	49	(193)	51	(182)
Undecided	18	(71)	19	(68)
Disagree	33	(129)	27	(98)
Total Per Cent (Number)	100	(393)	97	(348)
Exclusions	-	(1)	3	(7)

Approximately 50% of the respondents thought the library should become involved with films. The respondents that were in agreement with the statement tended to be the younger people.

TABLE 10.8

PERCENTAGE OF USERS AND NON-USERS IN AGREEMENT ON FILM PROGRAMS BY AGE

	User			Non-User		
	Young	Middle	Old	Young	Middle	Old
Per Cent Agree	74.0	47.5	36.7	54.3	53.0	43.9
Number	(37)	(131)	(22)	(19)	(133)	(25)

As can be seen in the table above 74% of the young users were in favor of the films, while only 36% of the old users were in agreement. The younger people may be more familiar with films, having used them in their schooling, and therefore, they may have a greater appreciation of the benefits offered by films and structured film programs. This is the second area of change or expansion that young people agreed with in much more unison than did the older citizens sampled. This may indicate that there is a need for expanded library services but the expansion may not come for several years because the libraries in general are limited by their funds and by their patrons' wishes. The librarians for the most part indicated they would favor some type of film program; in fact, one librarian is actively campaigning for funds to purchase a film projector. She has even gone to the

State Librarian to ask for federal-state assistance for this project. In many cases, the state is able to supply the films but the library is unable to provide the equipment. In one of the towns where the winter precludes any agricultural work, the citizens actively participate in adult education courses and the librarian wanted to schedule films to supplement the courses being offered; however, lack of funds hampered the project this year.

It would seem that with some leverage from the trustees, the money for these projects might be obtained from the towns; however, the trustees for the most part do not fall in line on the importance of these film programs. The trustees, possibly because of their age, tend to align themselves with those not actively advocating increased services in this area. This is not to say they are opposed to change, but merely staying with the status quo until a strongly supported movement brings the libraries out of a state of almost general apathy. Change will come, as will expansion of services, but not until it is asked for and supported by a large majority of the towns' citizens.

TABLE 10.9

FILMS OR SPECIAL FILM PROGRAMS BY EDUCATION

	Higher Education		Lower Education	
Response	User	Non - User	User	Non - User
Agree	54	49	48	52
Undecided	12	14	20	20
Disagree	33	32	32	26
Total Per Cent	99	95	100	98
Number	(116)	(68)	(263)	(269)

Education or lack of education did not seem to influence the decision for or against film programs. The Lower Education Non-Users did not disagree with as much frequency as the other categories did. The Higher Education User and the Lower Education Non-User agreed with the greatest frequency. An explanation for this may be found in the assumption that Higher Education leads to multi-media information transmission preference and that Lower Education, especially in Library Non-Users, may indicate a reading difficulty or deficiency.

Occupation which tends to be contingent upon education or the lack of it, when applied to this statement, results in basically the same responses.

TABLE 10.10

FILMS OR SPECIAL FILMS BY OCCUPATIONAL STATUS

	White Collar		Labor	
Response	User	Non-User	User	Non-User
Agree	52	46	48	53
Undecided	14	15	20	20
Disagree	34	37	32	25
Total Per Cent	100	100	100	98
Number	(183)	(100)	(161)	(216)

As seen in the above table, white collar users and labor non-users are the groups most repeatedly in favor of advocating adoption of film programs on a regular basis by the library or at least some films through the year. More white collar people tend to disagree with the statement than labor people; however, more labor people tend to be undecided about the statement. This indecision may be due to the fact that the type of film program was not specified. The low education - labor respondents may have been confused because the question could indicate a variety of film programs, e.g., cultural, enrichment programs, travel or even vocational rehabilitation and retraining. It is possible that the libraries could become involved with preliminary job retraining in these rural areas where the actual number of persons needing this type of service do not warrant the establishment of large scale labor recruiting and job training centers.

TABLE 10.11

FILMS OR SPECIAL FILMS BY SOCIAL CLASS

	High		Middle		Low	
Response	User	Non-User	User	Non-User	User	Non-User
Agree	55	52	43	52	50	49
Undecided	14	14	20	14	21	29
Disagree	31	32	37	32	29	19
Total Per Cent	100	98	100	98	100	97
Number	(155)	(79)	(146)	(147)	(91)	(122)

The above table shows that the largest support for library-sponsored films is found in the High Level socio economic status while least support comes from the Middle status. Also, the greatest percentages of disagreement comes from the

Middle status. The least percentage of disagreement comes from the Low status - Non-Users.

This distribution would tend to indicate basically the same trends as those seen in the Education Cross Tabulation (Table 10.7). Because of the high correlation of the education and the socio economic status profiles, there is a reinforcement of the discussion in this area.

It should be noted that in some of these rural towns, the library represents the only opportunity for the inhabitants of the area to be exposed to films. In some cases, it is many miles to the nearest large town, college or similar institution where such films might be available. In these cases the library would be able to fill the need for recreational and educational films.

The introduction of film programs in rural libraries would serve many purposes. Educational enrichment would be put within the range of the inhabitants. Supplemental programs could be implimented for school children.

We have already noted the close cooperation between the schools and the libraries so this type of program could be effectively established with little effort. Film programs in rural libraries would draw many more people into the libraries than in previous years and would strengthen the overall operation of the libraries as well as serve as an important function in the educational and recreationa spectrum of the community.

The library users and non-users both agreed that there should be special year-round reading programs for children. They also agreed that these should be a separate area in the library for children to read and study.

TABLE 10.12

PERCENTAGE AGREEMENT OF USERS AND NON-USERS ON A SEPARATE AREA IN THE LIBRARY FOR CHILDREN TO READ AND STUDY

	Library User		Library Non-User	
Response	Per Cent	Number	Per Cent	Number
Agree	93	(336)	90	(318)
Undecided	2	(9)	4	(14)
Disagree	5	(19)	5	(18)
Total Per Cent (Number)	100	(394)	99	(350)
Exclusions	-	-	1	(5)

In every library visited in the study there were special provisions made for the children. In some cases, it was a childrens' room and if a childrens' room was not available, there was a section or a corner of a larger room set aside for the children. These areas usually contain the children's collection, small size furniture and suitable decorations.

Many of the libraries do make special provisions for children use and some sponsor programs aimed at involving the children with the library. Story hours were the most popular programs because they require no special funds. Either a librarian or a volunteer (usually from a local Women's

Club) read to the children on a regularly scheduled basis. This program draws the children into the library and exposes them to the books that are available to them. In two of the libraries, puppet shows are run for the children also exposing them to the library and its children's collection.

There are some problems with the children's sections of the library in many cases; shortage of books, programs, or staff, but on the whole, the close cooperation with the schools often offsets this. There is a problem with up-to-date reference materials for the older children but again, the schools fill the gap whenever possible.

The physical layout of the library sometimes causes problems in the area of child use and programs. In one library, although, it is only four years old, there is a serious acoustic problem and the sounds from the children's section echo throughout the building causing many comments from the older library patrons. The problem is inherent with the building and only costly renovations would contain the bustle of children and books.

TABLE 10.13 - 14

SHOULD THE LIBRARY PROVIDE A CHILDREN'S AREA?

	Region Northern New England Total		State A						State B				State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Agree	94	93	98	97	98	96	93	96	88	74	80	83	93	83	98	98	88	89	96	90
Disagree	4	5	2			2	3		12	18	17	4	3	6		2		6		7
Don't Know	2	2		3	2	2	4	4		8	3	13	4	11	2		12	5	4	3
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

THERE SHOULD BE A YEAR-ROUND READING PROGRAM FOR THE CHILDREN

	Region Northern New England Total		State A						State B				State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Agree	86	77	84	97	77	83	87	85	35	40	65	65	67	75	86	92	81	83	90	80
Disagree	10	15	9		18	11	10	7	53	42	22	15	13	11	12	6	14	9	6	7
Don't Know	4	8	7	3	5	6	3	8	12	18	13	20	20	14	2	2	5	8	4	13
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 10.15

PERCENTAGE ON USER AND NON-USERS IN AGREEMENT ON SPECIAL YEAR-ROUND READING PROGRAMS FOR CHILDREN.

	Library User		Library Non-User	
Response	Per Cent	Number	Per Cent	Number
Agree	77	(304)	78	(276)
Undecided	8	(30)	9	(30)
Disagree	15	(59)	12	(43)
Total Per Cent (Number)	100	(393)	99	(349)
Exclusions	-	(1)	1	(6)

Over seventy-seven per cent of the people interviewed thought that the children should have special year-round reading programs available to them. For the most part, the librarians agreed on this point but the staff limitations made this impossible. In many libraries, the only one present during the open hours is the librarian, and if she was reading to the children, she could not discharge her other duties. The lack of funds for extra personnel to handle this area often makes it impossible for these types of programs to be run effectively. Also, the dependance of voluntary assistance makes it difficult to have regularly scheduled programs.

Only thirty-three per cent of the people interviewed were in favor of the library making its facilities available to clubs and community groups for their meetings, while over fifty-six per cent of the sample were opposed to this plan. Library users and non-users stood together on this point.

TABLE 10.16

THE LIBRARY SHOULD MAKE ITS FACILITIES AVAILABLE FOR CLUB MEETINGS & COMMUNITY GROUPS

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Agree	33	33	36	36	18	17	30	48	100	95	46	49	11	17	16	12	26	21	55	17
Disagree	57	56	49	61	73	68	67	52		5	39	35	72	63	82	77	65	64	39	70
Don't Know	10	11	15	3	9	15	3				15	16	17	20	2	11	9	15	6	13
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 10.17

"THE LIBRARY SHOULD MAKE ITS FACILITIES AVAILABLE FOR CLUB MEETINGS AND COMMUNITY GROUPS."

Response	Library User Per Cent	Library User Number	Library Non-User Per Cent	Library Non-User Number
Agree	33	(131)	33	(118)
Undecided	10	(37)	10	(35)
Disagree	57	(225)	56	(197)
Total Per Cent (Number)	100	(393)	99	(350)
Exclusions	-	(1)	1	(5)

Generally, people who were new to the town favored using the library as a community facility slightly more than the people who had been in the town for some time. However, the new comers did not consist of a very substantial number and still close to fifty per cent of the new comers were not in favor of this plan.

TABLE 10.18

"THE LIBRARY SHOULD MAKE ITS FACILITIES AVAILABLE FOR CLUB MEETINGS AND COMMUNITY GROUPS."

Response	New Comer				Old Timer			
	User		Non-User		User		Non-User	
Agree	44.1	(26)	41.7	(20)	31.3	(105)	31.9	(98)
Undecided	8.5	(5)	8.3	(4)	9.6	(32)	10.1	(31)
Disagree	47.5	(28)	50.0	(24)	58.8	(197)	56.4	(173)
Total Per Cent (Number)	100	(59)	100	(48)	99.1	(335)	98.4	(301)
Exclusions					.9	(1)	1.6	(5)

The librarians thought by using the library as a meeting place more people would be exposed to the library and would perhaps then begin to use its services. In the past, attempts made by the librarians to bring in people for the first time had been unsuccessful. Open houses at the libraries have had only small attendances. Several librarians have suggested this use to various clubs but only [illegible]ed results have been achieved.

In general, it would be a good idea to use the library for club meetings and things of this sort. It may produce an added revenue for the library and also it might bring people into the library that might not ordinarily come into it, thereby exposing them to the facilities and services available to them.

CHAPTER 11

FAMILY PATTERNS: HOME OWNERSHIP OF BOOKS AND CHILDREN"S USE OF THE LIBRARY

This chapter is reported in two sections: home ownership of books, and children's use of the library. The data reported relate differences between library users and non-users and such factors as parent's motivation of their children's "library habit."

Family Ownership of Books

Ownership of reading materials is another important aspect of the background characteristics of the sample making up the library users and non-users. It is generally held that ownership of books is related to library use, reading habits, educational status, and other like variables.

TABLE 11.1

OWNERSHIP OF BOOKS

Ownership Scale	User	Non-User
None or Very Few (0-9)	1%	6%
A Few (10-24)	6	12
One Bookcase Full (25-99)	28	29
Two Bookcases Full (100-249)	27	27
Three Bookcases Full (250 or more)	37	24
Total Per Cent	100	100
Number	394	355
Exclusions	2	6

TABLE 11.2-3

HOW MANY BOOKS IN THE HOUSE?

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
A Few	6	12	5	12		13	3	15	12	6	8		4	10	2	18	16	21	3	10
1 BkCase	28	29	33	31	22	26	20	22	35	30	7	20	13	28	37	35	28	34	27	33
2 BkCases	26	27	24	24	22	32	40	26	24	39	41	30	33	20	27	20	23	19	33	30
3 BkCases	36	24	35	21	50	22	37	37	29	20	36	30	48	36	32	22	28	11	37	23
Other	4	8	3	12	6	7				5	8	20	2	6	2	5	5	15		4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

DO YOU HAVE A DICTIONARY OR ENCYCLOPEDIA?

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Encyclopedia	1	6					3	26				2		3				2	6	7
Dictionary	20	26	24	33	18	19	13	7	18	40	20	28	22	14	18	20	21	30	20	36
Both	77	68	73	64	80	77	80	56	77	58	80	65	74	81	80	75	77	64	74	50
None	2			3	2	4	4	11	5	2		5	2	2	2	5	2	4		7
No Response			3										2							
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

As can be seen in the table a considerably larger number of users own three or more bookcases of books than do library non-users. It can also be seen that more library non-users have very few books than library users. This would tend to uphold a relationship of reading-library use and book ownership, and we can say generally library users own more books than do library non-users in their home.

In the next table (11.2-3) for the nine towns surveyed, the frequency distribution of the ownership of books is given for the two sample groups.

In Table 11.2-3, the users of the library show an increase in the number of books found in their home. Five towns show a consistent positive increase of number of books found in their home with the use of the library (3 bookcases full). The other four towns indicate a different pattern. A reverse pattern is found for the non-users of the library. The category of one bookcase full is the one most often represented. All three regions show that the number of books in the house does vary with the use of the library. The users of the library have a higher percentage of books in their house than the non-users.

In the second table, the data is given the frequency distribution of the users and non-users in each town who have resource books in their house. The users of the library indicate a higher response for having both dictionaries and encyclopedias. The non-users of the library have a high proportion of respondents who have neither dictionaries nor encyclopedias in their homes.

5

To further examine book owners as they relate to library users, a third variable (education) is added. As can be seen in the next table, the percentage of people owning a substantial number of books is greater for the category of high education whereas the low education category tends to fall on the low end of the Book Ownership Scale. In both categories (High and Low Education) the library user tends to own more books than the library non-user.

TABLE 11.4

EDUCATION AND OWNERSHIP OF BOOKS

	High Education				Low Education			
Ownership Scale	Library User		Non-User		Library User		Non-User	
0-9					2%	(4)	8%	(21)
10-24			6%	(4)	9	(23)	14	(39)
25-99	17%	(20)	21	(15)	32	(85)	31	(85)
100-249	24	(28)	32	(23)	29	(75)	24	(66)
250 or more	57	(66)	39	(28)	28	(74)	21	(56)
Don't Know	--	(2)	1	(1)	1	(2)	2	(4)
Total Per Cent	100		100		100		199	
Number		(116)		(71)		(263)		(271)
Exclusions							1	(2)

Education is one of the components used to compile the Socio-Economic Scale and therefore, a comparison of library users and non-users by their rating on the Socio-Economic Scale should show relatively the same results in book ownership. The data presented in the table below reinforces this statement.

TABLE 11.5

SOCIAL CLASS AND OWNERSHIP OF BOOKS: (A) LIBRARY USERS AND (B) LIBRARY NON-USERS ON THE RELATIONSHIP OF OWNING BOOKS IN THE HOME

A. Library User

	SOCIAL CLASS					
	Low		Middle		High	
Ownership Scale	Per Cent	Number	Per Cent	Number	Per Cent	Number
0-9	2	(2)	1	(1)	1	(1)
10-24	12	(11)	8	(11)	1	(2)
25-99	44	(40)	30	(44)	16	(25)
100-249	22	(20)	27	(39)	30	(47)
250 or more	19	(17)	34	(50)	51	(79)
Don't Know	1	(1)			1	(2)
Total Per Cent	100		99		100	
Number		(99)		(145)		(156)
Exclusions			1	1		

B. Non-User

	SOCIAL CLASS					
	Low		Middle		High	
Ownership Scale	Per Cent	Number	Per Cent	Number	Per Cent	Number
0-9	12	(16)	3	(5)		
10-24	16	(20)	11	(17)	7	(6)
25-99	3	(41)	28	(42)	25	(20)
100-249	18	(23)	32	(47)	30	(24)
250 or more	17	(21)	24	(35)	37	(30)
Don't Know	2	(3)	2	(3)		
Total Per Cent	98		100		99	
Number		(124)		(149)		(80)
Exclusions	2	(2)			1	(1)

As seen in the preceding table, the library users own more books than do the library non-users. This is especially evident in high stratum although it can be seen in all three states.

As further examination of book ownership leads to a discussion of the type of books found in the home. The home reference collection is certainly an important asset; however, the presence of an encyclopedia in the home may have a large impact on the patterns of library use. An encyclopedia that stresses its ability to keep up with the tide of new information dealing with electronics, nuclear physics, art, space exploration, politics, and any other field under the sun, or beyond the sun for that fact, may not be the answer to all the problems inherent in the learning process. Home reference collections put together by experts of "unquestioned authority" frequently subvert an individual's reach for knowledge in the library.

Ownership of Reference Books

Frequently, a sign of learning ability in the home is the ownership of standard reference books, such as a dictionary and/or encyclopedia. We asked the question of ownership of either or both encyclopedia and dictionary to establish another dimension of library resources and to indicate the extent to which library users and non-users have these possessions.

TABLE 11.6

PER CENT OWNERSHIP OF ENCYCLOPEDIA AND DICTIONARY
BY LIBRARY USER AND NON-USER

Ownership	User	Non-User
Encyclopedia	1%	3%
Dictionary	20	25
Neither	2	5
Both	77	67
Total Per Cent	100	100
Number	394	355
Exclusions	3	-

In the survey (over seventy-five per cent) individuals using the library tend to own reference materials more often than those who do not make regular use of the library.

TABLE 11.7

EDUCATION AND OWNERSHIP OF ENCYCLOPEDIA AND DICTIONARY
BY LIBRARY USER AND NON-USER

	Higher Education				Low Education			
Ownership	User		Non-User		User		Non-User	
Encyclopedia			4	(3)	2	(4)	3	(7)
Dictionary	17	(20)	19	(14)	21	(56)	28	(76)
Neither	1	(1)			2	(5)	6	(17)
Both	82	(95)	76	(54)	75	(96)	63	(173)
Total Per Cent	100		100		99		100	
Number		(116)		(71)		(261)		(273)
Exclusions					1	(2)		

In Table 11.7, the association between educational status and ownership of reference materials can be descriptively generalized: that persons with a high education and who are library users, are more likely to own both encyclopedia and dictionary than all others. The data shows the relationships in an ascending order by educational influence.

TABLE 11.8

SOCIAL CLASS AND OWNERSHIP OF ENCYCLOPEDIA AND DICTIONARY; (A) LIBRARY USER AND (B) LIBRARY NON-USER ON THE RELATIONSHIP OF OWNING REFERENCE BOOKS IN THE HOME

A. Library User

	SOCIAL CLASS					
	Low		Middle		High	
Ownership	Per Cent	Number	Per Cent	Number	Per Cent	Number
Encyclopedia	2	(2)	1	(2)		
Dictionary	31	(28)	20	(29)	14	(21)
Neither	6	(5)			1	(1)
Both	60	(55)	78	(114)	86	(134)
Total Per Cent	99		99		100	
Number		(90)		(145)		(134)
Exclusions	1	(1)	1	(1)		

B. Library Non-User

	SOCIAL CLASS					
	Low		Middle		High	
Ownership	Per Cent	Number	Per Cent	Number	Per Cent	Number
Encyclopedia	2	(3)	3	(5)	5	(4)
Dictionary	31	(39)	26	(38)	16	(13)
Neither	10	(13)	2	(3)	1	(1)
Both	56	(71)	69	(103)	77	(62)
Total Per Cent	100		100		99	
Number		(126)		(149)		(80)
Exclusions					1	(1)

TABLE 11.9

SOCIAL CLASS AND OWNERSHIP OF ENCYCLOPEDIA AND DICTIONARY: (A) LIBRARY USER AND (B) LIBRARY NON-USER ON THE RELATIONSHIP OF OWNING REFERENCE BOOKS IN THE HOME

	SOCIAL CLASS					
	Low		Middle		High	
	Per Cent	Number	Per Cent	Number	Per Cent	Number
Library User	60	(55)	78	(114)	86	(134)
Library Non-User	56	(70)	69	(103)	17	(62)

One would assume that Library Users are more likely to own reference materials than non-users, and this pattern could be established by social class lines. The largest group of owners of an encyclopedia and dictionary were expected to be the high social class, user group, and the lowest ownership was found for non-users of low social economic status.

TABLE 11.10

ACQUISITION OF BOOKS BY LIBRARY USERS AND NON-USERS

How do you get your books?	User	Non-User
Buy	10%	29%
Book Club	5	10
Library Only	33	8
Friend	6	9
Gift	5	7
Other	2	6
Library and one or more	30	7
Two or more, except Library	6	14
Total Per Cent	100	100
Number	394	355
Exclusions	8	35

In the table above, non-users are more likely to buy their books than to borrow their books. It is possible to see variations in the acquisition of books by the town studied. Since this particular question had multiple responses, it is difficult to confirm several sources of book acquisition.

TABLE 11.11-12

Response Pattern For Use of Library

RESPONDENT USE LIBRARY WHEN YOUNG

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	86	80	91	85	90	87	100	85	100	92	91	83	85	92	69	80	72	49	84	77
No	13	18	9	9	10	13		15		8	7	15	9	6	29	20	28	47	16	17
Don't Know	1	2		6							2	2	6	2	2			4		6
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CHILDREN USE LIBRARY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	51	37	47	39	43	36	43	33	35	34	52	30	48	39	53	47	70	34	55	37
No	7	12	13	9	6	11	3	26	6	3	9	17	9	11	4	14	7	15	2	3
Don't Know	42	51	40	52	51	53	50	41	59	63	39	53	43	50	43	39	23	51	43	60
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

PARENT'S ATTITUDES AND CHILDREN'S USE OF THE LIBRARY

The respondents in the survey were also asked to reply to questions dealing with their children's use of the library.

The first question asked of the respondents was: "Do your children use the library for their homework assignments?" It should be remembered that over half of the sample (378) respondents had children of school age or 1,2 children per family of respondents. Table 11.11-12 gives the frequency distribution for library users and non-users to the above question. The data by towns shows parents responding "yes" about 30 per cent of the time. It is interesting to note that Town #4, the library users responded higher with a negative answer, while the non-users have a higher rate of positive responses for the same answer. This is best explained by a difference in the sample, i.e., a low number of children and generally older sample group. We find regionally that the group of users of the library consistently have a higher proportion of "yes" responses. This has meaning when the fact is known that library users have 1.3 children in school, and children in school for the non-user group. Parents who are registrants of the library encourage their children to use the library more than those parents who are non-users.

In the response to this question dealing with their children's use of the library, we find that parental use of the library can have a definite influence on children's use of the library. If parents are not registered, the children are less likely to be users of the library. Over half of the library users indicated that their children did use the library, while 37 per cent of the library non-user indicated that their children did use the library.

TABLE 11.13

PER CENT OF LIBRARY REGISTRANTS AND NON-REGISTRANTS CHILDREN USING THE LIBRARY

	Users	Non-Users
Yes	51	37
No	7	12
No Response	42	51
Total Per Cent	100	100
Number		

The pattern of parental support for their children's use of the library can be further illustrated by other variables. Table 11.14 describes by educational level the parent's knowing that their children are using the town library. Library users with low education report the greatest use of the library for their children. Parental motivation seems to be lacking among the high education user group. There were no differences between non-users showing high or low education with regard to their children's use of the library facilities. Library use and educational level of parents affects their children's use of the library.

TABLE 11.14

PERCENTAGE OF REGISTRANTS AND NON-REGISTRANTS CHILDREN USE THE LIBRARY BY EDUCATIONAL LEVEL OF THE PARENTS

	Low Education		High Education	
	Users	Non-Users	Users	Non-Users
Yes	53	37	46	38
No	8	13	6	11
No Response	39	50	48	51
Total Per Cent	100	100	100	100
Number				

Parents were also asked if their children used the library for homework assignments. Library users consistently have a higher percentage of "yes" responses to this question in each of the communities; the general response was approximately 30 per cent in Table 11.16-17.

TABLE 11.15

FREQUENCY OF CHILDREN'S USE BY HOW OFTEN THEY USE THE LIBRARY

	Users	Non-Users
No Children Using the Library	50	64
More Than Once a Week	6	6
Once a Week	11	10
Once Every Two Weeks	17	7
Once a Month	11	9
Once Every Two Months	4	3
Once a Year	2	1
Total Per Cent	100	100
Number	394	355

TABLE 11.16-17

HOW OFTEN CHILDREN USE THE LIBRARY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Sev Times a Week	6	6	13	9	4	6							4	6	10	22	5	2	6	3
Once/Week	11	10	6	9	10	13	7	7	6	8	15	7	7	14	18	6	14	15	14	13
Sev Times a Mo	17	7	11	9	24	6	13	4	18	11	15	2	15	6	18	8	26	11	12	3
Once/Mo	11	9	11	9	2	9	7	4	12	8	15	17	13	8	4	10	16	4	16	13
Sev Times a Year	4	2			2	2	10	7	6	6	5		7	2	1	2	9	2	2	3
Once/Year	1	2	6	6	2		3	7				2	2						2	
No Answer	50	64	53	58	56	64	60	71	58	66	48	72	52	64	49	54	30	66	48	64
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

CHILDREN USE LIBRARY FOR HOMEWORK

	Region Northern New England Total		Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	32	26	40	33	29	34	20	26	12	18	33	9	35	31	33	39	40	23	31	20
No	22	18	20	12	14	6	30	30	18	16	22	30	20	17	20	16	30	19	22	20
Don't Know	46	56	40	55	57	60	50	44	70	66	45	61	45	54	47	45	30	58	47	60
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

TABLE 11.18-19

IS THE LIBRARY IN THE RIGHT LOCATION FOR YOU?

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	93	88	96	91	94	96	80	78	94	90	93	89	98	94	90	86	91	70	98	97
No	5	9	2	6	4	4	17	15	6	5	6	4		6	8	12	9	26	2	3
Don't Know										3										
No Response	2	3	2	3	2		3	7		2	1	7	2		2	2		4		
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

DOES THE LIBRARIAN HELP YOUR CHILDREN WITH THEIR HOMEWORK?

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Intervale		Five Corners		Factoryville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	22	18	30	33	28	21	7	22	12	8	24	7	15	17	25	33	21	9	27	17
No	29	24	31	12	14	19	40	33	18	26	32	26	33	22	22	22	49	34	27	78
Don't Know	49	58	39	55	58	60	53	45	70	66	44	67	52	61	53	45	30	57	46	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	47	30	27	17	38	54	46	46	36	49	51	43	47	49	30

Parents, in responding to a question concerning how often their children's use of the library, report different frequency of use. Library user's children report greater frequency of use in all categories.

The respondents were next asked, "Does the librarian help your children with their homework?" Table 11.18-19 presents the frequency of library users and non-users by towns concerning their knowledge of the librarian's helpfullness with regard to children's homework needs. The data suggests a low response rate or little knowledge on the part of parents, and no basic differences between the users and non-users of the library.

Parental encouragement is needed for children to use the library. Which parents are more likely to encourage their children to use the library? Library users encourage their children to use the library half of the time, whereas only four out of every ten (40 per cent) of the non-users encourage such use.

TABLE 11.20

PER CENT OF LIBRARY USERS AND NON-USERS ENCOURAGING THEIR CHILDREN TO USE THE LIBRARY

	Library Users	Non-Users
No Information (No Children)	45	54
Yes	50	40
No	5	6
Total Per Cent	100	100
Number		

TABLE 11.21

DO RESPONDENTS ENCOURAGE CHILDREN'S USE OF LIBRARY

	Region Northern New England Total		State A						State B						State C					
			Valley Town		Stony Creek		Three Rivers		Inter-vale		Five Corners		Factory-ville		Hill Side		Farm Town		Easton	
			1		2		3		4		5		6		7		8		9	
RESPONSES	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU	U	NU
Yes	49	40	49	39	43	40	40	48	35	34	48	30	54	39	53	51	65	43	43	30
No	5	6	11	9		3	10	11			9	9		8		8	5	4	10	10
Don't Know	46	54	40	52	57	57	50	41	65	66	43	61	46	53	47	41	30	53	47	60
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
N	394	355	55	33	51	40	30	48	17	38	54	46	46	36	49	51	43	47	49	30

CHAPTER 12

THE SMALL TOWN LIBRARIAN

Who is the rural librarian? Is she or he a professionally trained librarian? Is the rural librarian qualified for her work? Now we draw together the findings and observations of a series of librarian interviews in depth as they bear on the study effort to enlighten the specific roles and functions of the rural librarian. This part of the study will cover the educational background of the rural librarian; job satisfaction; perception of the needs of the rural library; suggestions for improvement; the nature and type of assistance that can be rendered by the rural library; and finally, suggestions for improvements of the rural library as recommended by the librarian.

Education and Training

This study of libraries in nine communities across northern New England has revealed a depressing picture of the qualifications of public librarians in terms of their education and professional library training. Whether or not this situation is a reflection of a nationwide shortage of professional librarians or the low level of expectations of the small towns, is questionable. It would seem, whatever the reason, that the librarian in these nine communities is a consequence of insufficient education and can exert little or no leadership in their professional duties. While this presents dire portent in our urban studying, it is much more serious in a small town where the librarian reflects the only competence. The result of that condition is twofold: the public library is unable to provide significant public service, and is unable to influence the course of the local community development either philosophically or unimportant publicity.

Let us briefly examine the educational qualifications of the librarians in this study. The questions concerning basic formal education shows that two librarians had completed high school; five had had a few years of college; two held baccalaureate degrees, and one librarian a master's degree. The imbalance of the number of librarians and the number of towns can be explained by the fact that one town has more than one library.

A lack of graduate training is a distinct handicap; other information will show, however, that the librarian in rural areas continues to have some interest and willingness to meet certain professional requirements or standards by attending various programs. An examination of the responses relating to professional library training yields the following: only two of the librarians interviewed indicated having any formal credits in library science. The extent of these two librarians' professional training consists of 12 to 18 hours. Among the others it was found that five had participated in seminars, institutes, and State-sponsored library correspondence courses. Two librarians replied no continuity of professional advancement in this field, and another refused to attend a summer program at the State University. Lastly, on this question, one librarian used attendance at professional "meetings" as the measure of the amount of professional training begotten.

The preceding summary of professional qualifications would not appear so dismal if there had been more indication of serious, continuous improvement in this area of education. Whatever the individuals' reasons might be, there was little indication of any consistent personal educational advancement. The impetus for some educational advancement seems to have been brought about by the State Library in the framework of seminars, institutes and/or corresponding courses. Beneficial as these offerings might be, the nature of these State Libraries' programs precludes the development of more than a simple technical proficiency in the distinctly professional areas of library administration. Despite these inherent limitations, the librarians who do participate become aware of their professional shortcomings, and of their institution's technical and administrative deficiencies. Resulting from this awareness is a broadening of perspective and a greater understanding of the existing limitations of these small-town institutions.

Occupational Experiences

The criterion length of service in the local library was used as a measure to estimate the degree of familiarity of the librarians with technical and administrative operations, with the continuity of planning, and with the implementation of changes. The responses as to length of service ranged from one and one-half years to twenty-four years. The majority has served the community from five to fifteen years, with an average of 9.6 years of service. It is among this latter group that one would expect to find the most effective professional leadership, the most highly developed programs of service, and the most awareness of community needs. We can surmise that the job turnover is low due probably to job satisfaction and the stability of population in rural areas. While no indepth study was made it can be assumed that those with considerable longevity, have a residency ratio of twice the number.

Local experience always bring about greater familiarity with domestic problems, but when this experience is complimented and enhanced by outside and diversified experiences, this leads to beneficial results for the local community. Among the group, only one case indicated having had multiple occupational experience. No detail as to the nature of the experience was provided. Two other librarians indicated considerable experience outside the public library. These librarians' experience was within the library setting -- the school libraries of the local system. From this, it can be said that the local librarians have had very little opportunity to make comparisons with other similar or dissimilar institutions, or to enlist the assistance of outside expert authorities, except for the limited services offered by the appropriate state agencies.

Since the position of public librarian in small towns is frequently held by an individual either retired from the labor force or who may need a part time occupation as a source of income, it is interesting to note the previous occupations represented among these librarians.

The occupation most frequently represented is teaching, elementary or secondary, for a minimum of two years. Secretarial work is also represented. Chemist was also among the occupations found. The other occupation noted was a home-maker.

Occupationalism frequently reflects a side perspective of community knowledge and service. The librarians reported that they knew and worked with the school librarians. This commitment would seem to be consistent with the rural way of life and values placed on professional service. We wish to infer that possibly a meaningful pattern of communication exists in these rural communities, where the local public librarian had been a former teacher, in some cases, and where the local high school and grammar school staff regularly cooperate in the sharing of resources.

Some librarians indicated that they had employment besides the local public library. Two were full-time school librarians while a third had a clerical position in a local business. Given the hours of service and the existing operational conditions, it appears feasible for most of the librarians to hold other jobs for supplemental income, unless family responsibilities preclude this.

From the statistics available, the majority of librarians do not appear to be the primary breadwinners, and accordingly, there appears to be little incentive to develop the position or the institution into a satisfactorily remunerative situation. However, the fact that these librarians did not hold outside employment should be weighed against the relative scarcity of communities, which are noted for a fairly static economy with very few exceptions.

Civic Roles and Experiences

The influence of small town librarians might be profitable considering the standpoint of enrollment in the social affairs of the community, the rationale being that the library's hours of operation are limited, that few librarians are employed outside the public library, and that since they are a stable part of the rural community, either individually or in the vicinity, they might have a strong influence regarding library support. This, unfortunately, has not proven the case.

As might be expected within the small town framework of life, most librarians indicated involvement in local churches. Only two or three of these respondents indicated their occupying any leadership positions on the local level. The majority are rather passive members belonging to this institution simply because it is traditional and it is a social organization in a small community.

The type of organizations included among the responses in this question were: Women's Club, Girl Scouts, Hospital Guild, Library Club, Homemakers, Bridge Club, Rebecca's, Credit Union, P T O, Rotary, Elks, and Extension. This represents a rather wide range of associations within these communities. The assessment of the leadership function of the librarian in the community can be determined by the role played by the librarian -- active role or passive role. From the responses, it was found that most librarians are inactive members. Only four held or had held responsible positions over the years. Two indicated services as chairman at some time; two others stated they had acted as treasurers, up to twelve years, in one case. One librarian indicated no membership in any organization. Altogether, the librarians do not appear as a socially active or as a service-oriented group with any degree of personal commitment.

Within the realm of governmental services and political organizations, the composite picture of small town librarians is nil. No indication of public involvement is apparent unless the Extension Services are considered by some to be governmental service, then it is possible to state affirmatively that many librarians are involved in this organization.

Professional Role and Responsibilities

We turn to another area of investigation, specific public indifference and the librarian's job satisfaction: are you satisfied with your job in general? Five town librarians reported some job satisfaction. Negative responses did not indicate a lack of interest in the job, but, a desire for implementation of certain library needs. Statements such as: "we need more books and money"; "we need more space"; "there is a lack of interest by the sponsors"; and "the library needs the town's support and trustees' understanding"-- are indicators of the rural librarian's perception of job satisfaction. One librarian noted that:

> "there is a lack of interest in organization which sponsors the library; the club has 200 members and only 10 active individuals who support the program"...

Before we attempt to report further findings on the needs, let us first review the library's services, facilities, collections, and reports. Unanimously, rural librarians reported the ability to report the users of the library with the material that they requested. Most of them reported submitting their requests to fulfill the demands to the State library. Still, the librarians noted their ability to fulfill requests but when looking at their responses to other questions, few of the librarians had a capability to provide up-to-date information for high school students' assignments. All the librarians answered to using the total available resources in their state to fulfill these requests, although one librarian is not served by the state library because she continuously loses the loaned materials due to a poor check-out system. Again it is possible to observe from the data that the librarian in the rural town sees as some of her duties the role to fulfill requests and secure information. The librarian lives up to this expectation.

Who does the rural librarian service? The findings show the library has its greatest use by school-age groups in the community. The primary responsibility of the libraries has been to help "teenagers" with their schoolwork problems, but librarians agree that they have "no preference" in assisting a particular age group.

How does the rural librarian assist the regular adult users? Librarians "secure materials", "find books", and "help in reference work", and "answer questions".

Another type of service that the rural library must provide is hours of operation that are amenable to most town people. Each town has its own traditional times for the library to be open from 23 hours to 3 hours or an average of 13 hours per week. There are important town differentials on hours of library service which should be known. As to the agreement of the specifications of the day when the library is mostly used, the majority responded "afternoon". Considering adult citizens use, librarians would seem to agree that it is best in the evening time. This would agree with our findings on the survey attitude preferences of library user, whereas, students use the library in the afternoon. With regard to extension services, for example, summer programs, etc., many of the librarians agreed that they did not have a summer program, and could not be sure just how to develop such an activity.

Now, we will turn to the Librarian's discussion of the library collection. An average of 315 books are added per year to each town library studied. Most books are purchased by the librarian; in some instances, a library committee orders the books. The librarians reported that a substantial number of books were given as gifts by local townspeople, but for the most part, books were purchased from the library budget.

The town budgets in the nine towns contained a limited sum for books. Most librarians reported a budget figure between $250 and $1,000 for the acquisition of new books and magazines. This finding can be related to those librarians expressing job dissatisfaction, and need for additional funds and larger collection. Thus, the perception of the library's needs would seem to be in keeping with the gaps in their budgets, giving some validity to their perception.

In all the towns, the librarians responded unhesistantly that the "Dewey System" was employed for cataloging and checkout. This system would be in keeping with the limited size of the collection of books. It makes far greater ease of cataloging in a smaller book collection. Also, this system may be in keeping with the State system making for greater uniformity and control for the local librarian and local-state librarian.

Another duty of the rural librarian consists of supervisory work, e.g., work-study students. Most rural librarians have some assistance.

The assistants are numerated by a stipend which are usually determined at local level by a Committee of trustees. One town pays as much as $1.60 an hour, and another town as little as 65 cents per hour. Who are these assistants? Five librarians replied "high school students", while the remaining responded "women" or "adults". In one instance, the library aid was a relative of a trustee and did not work well with the librarian. The rural librarian sees the main duties of the aides to be as follows: checkout, cataloging, filing, and typing. Many of these aides would seem to have no pre - determined hours. Thus, we may infer from the data that the number of hours of work must vary with the demand of the work.

Unlike city counterparts, the library aide makes library service a reality and frequently keeps the library open.

Besides these supervisory duties, the rural librarian also has administrative duties to fulfill. These rural librarians have to prepare and account for the library budget; frequently, this means working closely with several trustees. In almost all of the towns, the librarian is responsible for this duty. Also, in keeping with this administrating office, is the decision-making policy for the library's services. Here we find four towns reporting that the decisions for special services are done by trustees; while three other towns report a joint-decision policy process on such decisions. The decisions dealing with the purchasing of books are interesting. Five towns reported this to be the duty of the librarian without assistance, three towns responded it was the duty of the book committee, and one town qualified it as the secretary-treasurer's duty. Again, there is no uniform policy with regard to this in any of the three regions, for librarians from all three states reported variations; the book selection process is a year-long activity and offers opportunities for trustee involvement.

Another facet of the rural librarian's duties are the professional tasks. The most frequent responses, pertaining to these activities, centered around three areas: cataloging, check-out, and ordering books. In seven towns, the rural librarians reported doing their work during the hours when the library is closed and on the weekends.

The findings presented so far have dealt with the conditions which are presently existing in these nine rural towns. Now we come to the question of suggestions and improvements. What are some of these suggestions? In seven towns, the respondents reported a favorable answer to the question of need for improvement, yet, most librarians had no prepared plan for improvement. This does not necessarily reflect a lack of resources or hope for improved conditions. It does reflect a realistic appraisal of budget priorities presently existent.

As to changes in their local library with regard to their technical duties, the librarians stated, "cataloging needs to be improved". Other suggestions mentioned were "machine check-out", "adoption of a charge system", and "more help". With regard to the library hours, half of the librarians did not favor an increase of the number of hours but more than half indicated favorably to being open on Saturdays, which was not the case in most of the libraries studied. As to the book collection, the rural librarians would like to see an increase in their reference books. They stated that if they had the money they would "buy more books", but merely specified that the area to be improved was their reference book collection. When the librarians were asked how they would increase citizen use of the library, they had these suggestions:

> Increase story hours and film strip programs
>
> Develop a local bookwagon program and more publicity in the newspaper
>
> More involvement with citizens by asking their aid in order that they might get to know the library and become interested in it and its services
>
> Additional publicity through display exhibits and town-library newsletter
>
> Develop a program of increased library use through the schools

More citizen use if there were better facilities and more programs

Most librarians want to expand their service to the community. Plans, for example, are in operation in five towns to have a reading program for next summer, while a sixth town hopes to start a discussion club. The other three towns have no plans for their summer months. Adult education activities have been proposed in the communities.

Some of the librarians would like to see more cooperation with the State Library. Some librarians would like to see an increase of State visitations. Others would appreciate help in organization of library services.

As for the increase in personnel assistance, the librarians who do not have aides, half would appreciate aides, while the others responded "don't need them".

Most rural librarians offered no suggestions on how to increase citizens use of their library. So far, they have reached the adults by the use of the present local library practices.

In these nine towns there has been no controversy over the libraries. From what we have presented, we may conclude that there has been little competition for the position of librarian in these towns. Most of the librarians reported that "help was needed", or that "they had helped or assisted the former librarian", thus, they were offered the position when it was vacant. Most of the rural librarians are not professionally qualified for the nature of their work in these times, nor have they been subsequently trained. While there are improvements needed, few see the need to implement necessary measures. Many of them seem to lack awareness of current library trends and opportunities for training. They seem to regard their task as keepers of the library, rather than as emancipators of people's minds.

All of the above must be kept in the context of the "New England" town government system. Here, the citizens together make each recommendation, and itemize appropriations. The library and its staff are not the anonymous entities one finds in urban government. They are an integral part of the rural system. They have the power to bring about changes for the development of the library system. Their efforts can be personal as at "Town Meeting" or on occasions while influencing friends and neighbors. This requires a leadership that is exhibited in the majority of librarians interviewed. When the Fire Chief wants a new pump he and his men openly lobby and politic for it. They speak out -- be it on the street corner or in official conclave. Such action is usually lacking in either the librarian or the trustees interviewed. The majority accept the fact reluctantly that schools, rental stores, newstand publications, and the like, have failed in meeting the reading habit which has already eroded, in part, the libraries' mission. Unfortunately, they have not accepted this challenge to combat it.

CHAPTER 13

TOWN LIBRARY TRUSTEE

In all too many instances, when fiscal and public support is not forthcoming, defenders search for a ray of hope and often find it in the dedication and services of volunteers and civic-minded individuals who have managed to provide what, in essence, is inadequate. Thus, the dedication is in fact detrimental. Services, however poor, are provided, at minimal cost to the town, and the status quo is maintained. In review of other studies, this recourse to what in actuality is a disgrace is evident. A Pennsylvania survey echoes the usual refrain;

> "The Pennsylvania Library movement today does have a priceless ingredient: hope and commitment and a sense of a better future. Where a decade ago there was indifference and apathy, now there is concern and belief, a feeling that library service should be improved and that it can be improved. This applies to librarians and trustees, and to an extent to local government officials and state legislators. There is good will for libraries, and this can turn lethargy into energy."[1]

The concern is evident in the minds of the trustees interviewed during this three state project. In most cases, "The Eternally Springing Hope" was not associated with the knowledge to facilitate changes. Where, in most urban situations, the trustee was simply a policy board often politically oriented, with competent administration to assure service and stability, this is not so in rural New England. The Yankee trustee often has no policy responsibility simply because he has not chosen to exercise this duty and, conversely, he often participates in the administrative function to the detriment of the library. The very interested housewife trustee is only too willing to scrub and paint the library. She is, in many cases, incapable of articulating the needs of the library to her fellow citizens. She is most happy in pouring over the New York Times book section to "assist the equally uninformed librarian in making a choice". Conversely, she feels no responsibility in demanding in-service training for the staff.

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[1] Martin, Lowell A.: "Progress and Problems of Pennsylvania Libraries - A Re-Survey" Pennsylvania State Library, Monograph Number 6, 1957.

If we accept the traditional concept of trusteeship - one who administers and protects property of others - then the role of the rural trustee becomes quite clear. When, however, the one whose "property" is being protected could care less, than the past actions of trustees are understandable. Approximately three-fourths of the boards studied in this project were either appointed or self-perpetrating. Yet all, in some way, however miniscule, administered public funds and were fudiciaries of public property.

If we were to look at the typical trustee in the towns studied, we can draw a composite picture which must be kept in mind, as we review the strengths and weaknesses, successes and failures of the rural trustee.

First and foremost, a Yankee trustee is a woman. She is a housewife; she more than likely has lived the greater portion of her life in the town, indeed, if she were not born there. She belongs to at least two other clubs, fraternal or service organizations in town, and as often as not, has held office and, finally, she has been a board member and was appointed from a local club serving ten years. Let us look at her qualifications.

Two things stand out above all - permanency and social interest - both admirable qualities for public office. Certainly these qualities were the backbone of the force for library development in rural New England. Looking at the records of a New Hampshire town, one can almost transfer our composite contemporary trustee back to the year 1872 when - "In that year a free circulating library was formed by interested persons who subscribed money and donated books. This library was located in the church vestry. It contained 150 books and was well patronized." "Again in 1891, it was voted to appropriate money to fix up a room for a library and a board of trustees was elected. This board was instrumental in inducing the members of the old library to transfer their interest in it to the town and 137 volumes were thus acquired."[1]

Next to the town meetinghouse, the library was of paramount interest to the citizens, and they felt an obligation to provide books and services. Two hundred years ago libraries were expensive commitments for a New England town. Few books were widely published, and those were nearly all of a philosophical, historical, or socially controversial type. The town's people read their books with sober deliberation and sought self-direction, and when a book was completed a discussion of its contents was very much in order. Books left their imprint and reading was believed to be an important element in molding the character of the men and women of those days. The establishment of hundreds of library boards occurred early in the 1800's with small local libraries whose volumes rarely exceeded one hundred and usually were located at a residence of a prominent

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1. History of Bedford, New Hampshire.

citizen. Over a period of time, a separate structure was obtained, and the library board of directors was elected annually at the town meeting. Nearly every citizen was called upon to serve at some time, as keeper of the books, in his store or his home. The librarian was the only paid official, and one of his first acts at each annual meeting of the board was to have a move to appropriate two dollars for the payment of his annual salary. During this period, a system of fines was in vogue in the organization for the purchasing of books to meet the demand for current literature and materials, thus providing both the cultivation of a literary taste in the community and, in the wider fields, an educational force. Frequently, without an experienced librarian, new books were not purchased.

In the 1800's, the private library corporation in New England could be expected to perish every dozen years. Its zeal would depart with the members who gave it its existence, or it would fail to keep pace with the demands, called upon it for the quantity and quality of reading materials by the town's people, upon whose patronage it depended for support. Private libraries, a hundred years ago, contained some works of the highest literary character in five editions and had to meet the fickle demands of inconsistent readers. Over a period of time, toward the end of the 19th century, the failure of the subscription library to keep pace with the requirements of the public and the growth of the town, led to the establishment of a "free" public library. The town meeting would then annually appropriate funds for fuel and lights, compensation of the librarian, purchase and repair books, and provide the acceptance by the trustees for books and money given on a voluntary basis. This practice continues today.

Trustees would fit very well then with a limited budget, inadequate facilities, and a meager collection. She still fits the conditions which are quite comparable, but where our trustee of the past created a library service from nothing, our contemporary trustee has firmly advanced the status quo. In a time and period when the learned, the articulate, the educated were a fraternity of the few such minimal offerings, the minimal trustees' responsibilities were sufficient. If our world had stood still, the programs developed might approach minimum needs. Instead, rural America has felt the revolution of change attendant upon the inclusion of the second world war with an impact still inconceivable. Dirt roads now glisten with tar. Shopping centers are located in sleepy valleys. Cooperative schools, housing a thousand eager students, clinics, factories - all reduce distance and condense progress. The library, the librarian, and the rural trustee have not kept pace. The rural world is not static any more than the urban. Education at all levels is more intensive, demanding and competitive. It no longer ends with formal schooling, but is a continuing process, whether for advancement, retraining, vocational development, or later life leisure. Its main source has been, is, and will continue to be, the library. To provide the services, to become the effective rural tool, the library must be led efficiently and creatively. This obligation (not yet glimpsed or accepted) falls to the trustee be he or she elected or appointed. This report submits that the challenge has not been taken up and perhaps never will, unless or until the rural town, its trustees and professionals are made aware of their several responsibilities.

A Closer Look at the Rural Trustee

This project singled out for in-depth research the rural trustee. Each member of the several boards was asked to participate in a personal interview conducted by a staff member. After the formal questions were covered, an attempt was made to elicit the personal views of the trustee in an informal manner. The data collected was voluminous and by the limitation of the research grant, much of what was collected could not be analyzed or included. An attempt was made to analyze the role performance of the trustee and to determine whether their attitudes were reflected in the feelings of the local inhabitants.

Library Board Membership and Attendance

Trustees are usually elected or appointed to their post for a period of two to four years. The average number of years served on the board for the towns in the survey ranged from three to thirteen years. The average for the whole survey was 9.2 years. The longest time for holding a position on the board was twenty-five years and the least was one year. Two-thirds of the trustees in the survey were women and only one-third were men. It would appear that women were much more interested in the function and operation of the library than were men. However, this would be misleading and possibly an unjustified statement to make. Women, it appears, were generally members of various library groups that worked closely with the library trustees on matters relating to the library. It follows that vacant posts on the board were easily filled with these women who already had an interest in library functions.

As cited previously in the town description of Hill Side, the Board of Trustees who serve on the library board are chosen from a self-perpetrating library association comprised, in the main, of a Women's Club. The library's administration and responsibility has been granted willingly to this group by the citizens of the town.

Few towns had equal division of members between the sexes and only one had more male members than female. In some of the towns, it appears board membership is closely related to the Women's Club activities centering around or meeting in the library.

TABLE 13.1

LIBRARY BOARD MEMBERSHIP CHARACTERISTICS

Town Size	Average Years on Board	Frequency of Meetings*	Attendance	Does Board Meet Often Enough % Yes
Under 2,500				
Intervale	4	No scheduled meetings	Good	55%
Farm Town	6	No scheduled meetings	Excellent	50%
Easton	13	Once a year	Good	55%
2,500-3,500				
Valley Town	12	Four per year	Fair	83%
Three Rivers	3	No scheduled meetings	Poor	
Stony Creek	4	Once a month	Good	100%
3,500-5,000				
Five Corners	12	Once a year	Good	94%
Hill Side	10	Twice a month	Excellent	67%
Factoryville	7	Once a year	Excellent	100%
TOTAL SAMPLE	8.8		Good	77%

*This was an area of several small towns each with a board of trustees; meetings ranged from once a week to once a year.

The majority of trustees who serve on the library board appear to be individuals with many varied interests. Over 85% of those serving as Library Trustees also have memberships in other civic, social, or charitable organizations. Many of these people hold an office in one or more of these organizations. As a group, it appears that trustees are an active, interested group of people. Of the 61 trustees interviewed, only 8 of them did not belong to any civic, charitable or service organization other than the library board. Most of the trustees belonged to one or more of these organizations and about 60% of them held offices ranging from President, Vice-President, Secretary, Treasurer, and committee chairman in these organizations.

A large number of the trustees were retired or unemployed housewives. These individuals would have considerably more time to participate in community and service organizations. As a rule people in professional occupations also tend to become involved in various professional and community organizations. It is not surprising then that trustee groups will also be involved in other group activities.

The average number of group participants in organizations other than that of library trustee is 2.2 organizations per trustees. The average number of club officials is .9 per trustee. Various organizational involvement includes Fraternal, Professional, Civic, Service, Community and Charitable organizations. Range of official Capacity was from President to Committee Chairman and other lessor official duties.

TABLE 13.2

OCCUPATIONAL STATUS OF TRUSTEES BY TOWN

Occupation	Valley Town	Stony Creek	Hill Side	Farm Town	Five Corners	Factory-ville	Inter-vale	Easton	Three Rivers	To
1. Prof. Tech		2			5	1	1	2		
2. Mars, Off, Prop.		2		2	2	1	1			
3. Clerical-Sales	1	2	1		5		3			
4. Crafts-Fore	1				1					
5. Farmers & related	1				2					
6. Operatives										
7. Service										
8. Laborers										
9. Housewife	2		4		5		2	5	1	
10. Retired	1	2	1			1				

It soon became quite clear that the male representation on the rural board had great impact. First the majority of the men serving either were in a professional or executive capacity and reflected the major percent of the board's formal education. They, in the main, contributed the limited policy formation discernable in the library system. The men interviewed were directly responsible for the division of labor existant and a policy even if unwritten, allowed for better working relationship between the board and the staff. Interestingly, when this approach with emphasis on formal arrangements was present, the total level of finance, facilities and public relations was enhanced. While the female members often took a concerted interest in the day to day operations of the library and were in intimate contact with the staff, their efforts were not appreciated nearly as much as the impersonal, yet formal, efforts of the men. While only one library had a majority of males and several were completely female, the contribution of the male, either directly or vicariously, was in indirect proportion to their numbers. It would therefore appear that the rural board attracts outstanding males who view the public contribution of the library in the same vein as they do their own vocations. Conversely, in many instances, the female, all too often representing a club, carries over to the library those social principles which tend to present the library in the same light.

About one third of the trustees listed their main occupations as housewives. Most of these were former business or professional women who felt the need to join civic groups and participate actively in community affairs. All of this group of trustees seemed interested in promoting community projects and took part in other community organizations other than the library.

Half of the trustees were employed in professional, technical, managerial or some phase of business endeavors. These people were, for the most part, well educated, enlightened individuals who participated in civic activities in addition to their present occupational interests. Only 8% of the trustees were retired. Most of these people chose to continue in their civic duties and activities even though they were not actively employed.

TABLE 13.3

TRUSTEES' GROUP PARTICIPATION

Town	# Trustees	Total Groups	Total Officers
Factoryville	4	2	0
Intervale	8	8	5
Farm Town	3	3	1
Stony Creek	9	16	8
Hill Side	6	19	6
Easton	7	20	9
Valley Town	6	10	3
Five Corners	21	59	24
Three Rivers	1	1	1
Total	65	138	57

TABLE 13.4

TRUSTEES' GROUP PARTICIPATION BY ORGANIZATIONAL STATUS

Type of Organization	Number of Organizations	Number of Offices in Org.
Fraternal & Services	75	31
Civic & Community	24	10
Charitable	37	16
Total Groups	136	57

Over # Groups participation of trustees	2.2 per trustee
Over # Officers of trustees	.9 per trustee

Policy and the Rural Library

While all of the libraries studied were considered by the local governments as public institutions with few exceptions, little in the way of executive control or responsibility was required. In fact the only contact between those that administered the rural library and their municipal superiors came when a request was made for funds. In a part of the country where the right of personal administration is jealously guarded and often acrimoniously enforced, the library seems to be disregarded. A closer look reveals that the effort expended in New England town government is directly proportional to the sums appropriated. In the main, the town library budget ranks closely to appropriations for patriotic purposes. When we find a town with a substantial library budget, we also find clearly recorded in the town report an excellent analysis of expenditures, a systematic review of progress and often an indication of plans and goals. Therefore, if the findings of this project tend to be critical and caustic, it must be borne in mind that the subject so viewed is often more to be pitied than censored.

The American Library Association has established excellent standards for libraries both large and small. While many small libraries have passed them off as being inappropriate, closer scrutiny reveals that they have often not been read. While the rural board may feel that policy is not necessary nor can it be applied to their own limited situation, review would graphically show that these standards written in broad terms are easily adaptable to any situation. With only two exceptions, the libraries in this study have not adopted nor considered the development of a policy within which decisions can be made. The trustee by definition is the protection of property of others -- in this case the general public. It is his mission to decide when and how this trust shall be proffered, adapted, increased, etc. This cannot be done without a clear cut policy that allows for day to day operation, while making provisions for progress and change.

Public Library Publication Service, A Guide to Evaluation with Minimum Standards, prepared by the A.L.A., notes that while many libraries historically were developed and are still administered by other than the general government, such systems are likely to diminish. They clearly call for controlling a public body either elected or appointed. Such public endorsement assures that channels and procedures for presenting needs, etc., will be available to the body politic. This Guide then points to the weakness of ad hoc or extra public trustee bodies:

> "More than nine-tenths of the public libraries in the United States are administered by boards composed of lay directors. This form of government has at times enlisted the active leadership and support of very capable citizens. A small proportion of libraries are directly responsible to elected or appointed local officials. This form has at times enlisted strong policy direction and backing from officials with public interest at heart. Where these qualities are lacking, a library is sub-standard at its center."

In only two of the libraries studied, written policy was evident. Many of the problems in relationship between the librarian and the trustees, in book collections, budgeting, physical plant development, etc., could have been reduced or eliminated had such policy existed. While the trustees have taken a major role in decision making by virtue of the smallness of their operation on some occasions, their participation in library administration has resulted in the abdication of librarian involvement.

A general policy statement is a must for the small rural library. It should be general but flexible. It needs review every year and although tedious to prepare, it can and should serve as a safeguard for future misunderstandings. This is all the more important in the small rural system when trustees often administer, and librarians often decide. If the small board of trustees can be made to view themselves as other than a social club administering a pet project, then the professional relationship however minimal can be developed which can well raise the total level of library services. This can be reinforced when and if the board realizes that regardless of their method of selection they are a part of the government chartered to serve the public.

Allied with and part of policy in a free democratic society is the role of public relations. Our governmental bodies, be they large or small, wishing to make an impact on their constituents, have raised the art of public relations to the zenith. In a small town where direct communication to the individuals, who will make the decisions personally, not vicariously, the opportunity to influence is obvious. Despite the fact that most trustees participate in attempts to influence other municipal departments and in turn are influenced, this survey found little evidence of a concerted effort by rural trustees to carry their message to the public. There are several exceptions, but these libraries are well staffed and funded, however. Most bewailed both the lack of funds and citizen participation. When asked what efforts had been made to inform and influence the answer was usually none. If the rural library is to receive the support it deserves, then policy must include public relationship.

CHAPTER 14

HOW THE PEOPLE SUPPORT THE RURAL NEW ENGLAND LIBRARY: A TEN YEAR PROFILE STUDY OF COMMUNITY PARTICIPATION

The community contribution extends beyond the tax base support; over a decade it is possible to examine in detail the kinds of programs, the additions to the collection, and the various needs of the library that the people perceived and met.

Perhaps all would concur the public library's greatest asset is its people. It is the people that make the difference. Fiscal reports, budget analysis, and other statistical facts, with all their usefulness, fall short in revealing the intelligence, warmth, enthusiasm and spirit of the New England people whole interests include the preservation and use of knowledge; in other words, the development of their local library services.

A ten-year profile has been prepared from the annual reports of the librarian, while such record keeping is not generally available in most small libraries, a case study of community support provides elaborate data for encouraging full participation by citizens everywhere. It can be stated, unequivocally, that without the contributed hours of many hands, the library in rural towns would have been lost in a decade with its meager support from taxes. The Librarian and governing board in small New England communities have been left with no other alternative than to actively seek the involvement of the town's fold in every conceivable manner possible. Shrinking tax bases in the towns across the states of Maine, Vermont, and New Hampshire provide little hope for substantial increases in town allotments which give priorities in their allocations to schools, police, fire department, and other departments.

Summary tables and catelog of "How the People Support the Town Library" in New England has been prepared to better demonstrate an individual's worth in the rural library institution. The data in the two tables are by (1) number of individual contributions, and (2) number of library programs, is a summary of the ten categories of events in the Town of Easton.

HOW THE PEOPLE SUPPORT THE LIBRARY: A TEN-YEAR SUMMARY*

Individual Contributions

Years of Support	Books[1]	Magazines[1]	Equipment[2]	Personal Services[3]	Fines & Rentals
1959-60	36	2	1	32	178.31
1960-61	51	4	3	52	117.00
1961-62	118	6	3	14	191.31
1962-63	40	4	2	139	159.91
1963-64	29	5	2	143	248.39
1964-65	21	5	4	120	183.43
1965-66	39	25	10	77	151.10
1966-67	41	6	26	77	144.38
1967-68	54	7	25	70	113.10
Total	429	64	76	724	11486.93

Library Service Programs

Years of Support	Exhibits[4]	Community Committees	Regular Group Programs	Special Activities	New Library Users	New Books	Total Books Circulated
1959-60	4	2	6	3	149	524	7,169
1960-61	11	2	10	5	109	310	7,227
1961-62	4	1	5	1	140	496	8,699
1962-63	3		7	2	89	347	8,890
1963-64	3		6	1	87	319	8,536
1964-65	3	1	6	1	121	470	7,987
1965-66	4	2	5		156	649	8,057
1966-67	4	1	8	2	130	575	7,526
1967-68	7	1	1	2	129	544	6,309
Total	43	10	54	17	1,110	4,234	70,400

*Based on Easton, New England, a population of 2,500.

1. Represents the number of individuals contributing one or more books or magazines to the library collection.
2. Includes the individual contribution equivalent of equipment.
3. Represents large and small contributions of individual personal services toward library improvement, e.g., attending committee meetings.
4. Includes photographs, paintings, and other special collections.

A TEN-YEAR CATALOGUE OF COMMUNITY SUPPORT:

A SMALL, RURAL NEW ENGLAND LIBRARY PROGRAM

Year	Month	Library Services and Activities
1959	February	Exhibit of paintings by Hollis Cheverie.
	March	Messrs. Mitchell and Sabean painted the library walls following trouble and smoke damage.
		"Smoked-Up" books cleaned and re-shelved by Gerald Hinkley.
		Annual Meeting of Board of Trustees; 20 members attended.
	April	Participation and observation of National Library Week of April 13 to the 19 by an exhibit of paintings by Mr. Edmond Schildknecht and a public tea for fifty citizens sponsored by the Library Board of Trustees. This event was organized by a committee of four, including the librarian.
	May	A five-member committee of trustees, citizens, and the librarian journeyed to a nearby town for an all-day county-wide Library Round Table Conference.
		Received and processed two large boxes of children's books on loan for the summer program from the State Library.
	June	Following the closing school, the Library Reading Club started for 65 children and continued each day of the summer period.
		Began two record hours a week; one session for children and another for teenagers, and continued for duration of the summer period.
	July	Featured a photograph exhibit for "Old Home Week" of area and people.
		Held a book rummage sale of duplicate books.

	August	Held a children's party at which 50 children were served lunch, played games and were given small prizes. This was given in connection with the reading club, and the number of books read by the children were counted and each child took a bow.
	September	Got rid of more duplicate books. Committees from other libraries took about 120 books in all.
	October	Library closed for librarian's vacation.
	November	Observed National Book Week. Had exhibits of new books given by Literary Round Table. Various school groups visited the library and were explained the system used. Two story hours were held, and were very successful ones.
	December	Featured Christmas reading for young and old. Children decorated two small trees - stories after.
1960	January	No scheduled activity, but a good deal of reference work was done, and books sent out for school book reports.
	February	Annual meeting was held.
	March	Received fine record player bought by the trustees through S. L. Wadsworth & Sonsi. Music appreciation programs were started immediately in cooperation with the school music teacher. The students took out books on the lives of composers, then came to the library to listen to music by that composer.
	April	National Library Week was observed. There was a fine exhibit from a teacher's Latin group complete with a "Roman Meal" served one evening by a member of the committee. Picture slides were shown by another member of committee. A tea was put on by the high school Home Economics class, and was well attended by the public. Free book return week was observed and brought in most of the over-due books.
	May	The County music festival was held and many of the young people visited the public library. Band records were played on the new record player, and music appreciation books were displayed.

A taped recording of "Peter and the Wolf" was played by one of the citizens for the young children.

Two members of the committee and the librarian attended a Round Table conference out-of-town at which luncheon was served at a restaurant, and discussions held afterward in the public library.

June

Started filming a local movie. Great excitement, and much demand for the play from the library.

Seventy-five active children signed up for the "Summer Reading Club"

Held first meeting of Music Club for juniors - 11 present. Played the story "Treasure Island", and "Jerry Corona's Animal Trolley". Other records played during the summer for this age group were Peter and the Wolf, Sound of Music, Peter Pan, and well-known symphonies.

Received two boxes of children's books from the State Library.

Had an exhibit of George Call's painting.

July

Meeting of Music Club for seniors; during the summer played Sound of Music, South Pacific, The King and I, and Oklahoma. Books were displayed from the hits Pygmalion, Trapp Family on Wheels, and Tales of the South Pacific.

Record Club for children was held with stories and nursery rhymes being played.

August

Party was held for the close of the Summer Reading Club. Small prizes were given to those reading the most books in certain categories. The librarian was assisted by two of the mothers.

September

The librarian attended the MLA annual conference which was held out of town. There were 4 speakers.

October

A gift of the Encyclopedia Americana in 30 volumes was donated by a member of the community.

	November	National Book Week was observed by exhibits of new books presented to the library by two organizations. Two story hours were held, one for children and presided over by a mother, and one for juniors at which another mother was the story teller. An evening of slides of the filming of "Sunrise at Campobello" was shown by a member of the community. The bookmobile made a visit, with the librarian and driver explaining questions that were asked. It was parked outside the library for 2 hours, and many people went inside to look over the books.
	December	Christmas decorations were put up with the help of the young people two weeks before Christmas. Three small trees were decorated, Christmas music and stories read aloud were enjoyed.
1961	January	There were two weeks of subzero weather during January, but it is interesting to note that our book circulation during this time was increased over the year before.
		The library is busy every afternoon. A good deal of reference work is done. While the percentage of our patrons are largely students, it is gratifying to note that more and more adults are using the library.
	February	Library closed for one day so that it could be represented at legislature.
	March	Annual business meeting. There were new records bought by the association and much enjoyed by the young people.
	April	National Library Week. There was an exhibit of oriental art, bric-a-brac.
	May	Library Round Table Meeting held out-of-town and attended by the librarian and two members of the committee.
		A visit from two members of the State Library who conducted a survey on the state's libraries.
	June	Library closed first week for librarian's vacation. During this month we learned that we would be the recipients of $270 worth of books from the State Library, for the children, which arrived all during the summer in small lots. We were chosen because of the number of hours we are open a week, which is more than most libraries with our capacity.

		Summer reading club was started - 85 members.
	July	Exhibit of black and white by Reverend Roland Chaffey.
	August	Exhibit of water colors and oils by Robert Craig. Children's summer reading club party. Certificates were given to 75 children who read 5 books or more.
	September	Opening of school.
	October	Exhibition of photographs and historical documents, by the Border Historical Society.
	November	National Book Week. Poster contest, Story hours by two members of the committee. Judges were three members of the committee.
	December	Thrity-five duplicate books were given to another library. Story hours by two members of the committee. Library trees decorated by children with small party and Christmas music afterward.
1962	**January**	Started inventory of library books, renovating and renewing of files, system of volunteer help both at desk and with files.
	February	Circulation of books has increased steadily in spite of a cut in library hours. The adult borrowers out-number the juvenile. More reference work has been done, and more study groups of all ages have used the library. It has also been used by civic groups such as the Historical Society, and trustees of the Hospital.
		Repairs have been made on the building, and the interior has been brightened up with a fresh varnish job on woodwork and the inside doors sanded and varnished. The children's "nook" was enlarged by moving the bookcases' partition, and a member of the community made a table for this. Four sturdy chairs were brought to go with it- geg-board was put on the walls.
		A great deal of volunteer work by both boys and girls. A member of the committee is helping to weed-out old books and scientific books which are outdated.

	March	Annual business meeting of the Board of Trustees.
	April	National Library Week was held with an exhibit of paintings by Dougal Anderson, sponsored by the Historical Society.
	June	Vacation Reading Club was started - 87 youngsters.
	July	During "Old Home Week" the Historical Society again sponsored an exhibit of miscellaneous articles and items of historical interest.
	August	There was an exhibit of Mr. Robert Craig's paintings, and at the annual party for the children 49 received certificates for reading ten books or over during the summer. The trustees and wives helped with the refreshments for this, and two members of the committee took charge of the library during the last two weeks while the librarian had her vacation.
	September	School opened.
	October	The librarian and four members of the committee attended a Regional Dinner Meeting out of town. Two members of the State Library were speakers. Annual Dollar Club letters were sent out.
	November	National Book Week. New books were on display for both adults and young people. Biographies and science books were given by a member of the community and junior books were given by the Literary Round Table. Story hours for primary and grammar school groups were conducted by two members of the committee.
	December	A fine exhibition of water colors was presented by Reverend Roland Chaffey.
1963	January	The Girl Scout Troup earned their Community Project Badge by dusting and polishing up the library.
	February	Disposed of all the musty, mildewed books in the basement. Pulled many others from the stacks which were dilapidated and outdated. Two members of the community helped in disposing of the books.

April National Library Week. The Historical Society collaborated with us in an exhibition of old books, old toys and dolls gathered from all over town. The books ranged from the McDuffy readers , and children's story-books with their old-fashioned illustrations, to adult books, the editions of which were a far cry from those of today with their gay jackets, and good black print on excellent paper.

July Started the summer reading program.. There were three groups instead of one. The children had to read fifteen books instead of ten, and there were 108 members.

August Had an exhibition of Robert Craig's water colors and oils. Many of these canvasses were included in his one-man show in New York City.

Two masons replaced bricks on the outside of the library to prevent leaks.

Two parties were put on for the Summer Reading Club. One for the elementary school children and one for the high school group. Two members of the committee served refreshments and were aided by other members of the high school group. The trustees and their wives furnished the refreshments.

September Began planning for the purchase of new books. Had a small exhibit of water-colors and crayon done by an 83-year old woman from out of town.

October I attended a work-shop of library weeding of books.

November New books were given by 15 people and the Literary Round Table.

A poster contest was held for the elementary school children. The three judges were members of the committee. Four prizes were awarded.

December Christmas story hours were held. Some of the younger library patrons helped with the decorations.

1964 January Studying done in the library by all age groups. Reference books were greatly in demand. The State Library was called upon for supplementary books.

Gifts of books from 20 members of the community.

	Gifts of magazines from 5 members of the community. Gifts of phonograph records from 3 members of the community. Other gifts were a "Memory Book" and a book-case with glass door from a couple in the community.
February	Installation of a completely new lighting system, a gift from a member of the community. A new furnace was installed. Librarian attended a meeting in connection with National Library Week.
April	Observance of National Library Week. An exhibit of ship models, pictures was presented. Members of the Historical Society helped with the exhibit.
June	Exhibit of Irene Hickey Mill's paintings.
July	Exhibit of Sheila Rutherford's paintings.
August	Exhibit of Robert Craig's paintings.
October	Eighty-seven people participated in the annual summer reading club. Certificates were awarded to those who had read 15 books on their reading level. Refreshments were served, and 49 received certificates.
November	Library Book Week. A display of new books was shown by a member of the community. Story hours for the children was conducted by two women of the community. An exhibit was held of Mrs. Ethel Maynard's paintings. The showing of movies one evening during Book Week was not a success. The films were lent to us from the State Library, and were excellent, but the audience consisted only of the committee members and in some cases their spouses. An organization lent us their movie projector, and a member of the community gave his time to run the machine.
December	Christmas decorations included a silver tree which was bought second hand. It was decorated and placed in the Reading room, and one which we can be sure of producing each year.

1965 January A new ruling came from the State Library that all books lent by them to individuals must be obtained through the local library. This new system has doubled our "mail order business". The librarian's husband has been acting as "postman".

February Gifts from 20 members of the community (books) 3 elementary grades, and one organization.

Gifts of money for memory book and books from 11 members of the community and 2 organizations.

Gifts of magazines or newspapers from 5 members of the community and 1 organization.

One member has contributed widely to our magazine rack buying magazines of many subjects from Photography to Coin collecting, and keeping same up-to-date and well-arranged on our table and shelves. These have been a real drawing card for the young people, and beside helping to inform them, have also led them toward specialized subjects and hobbies.

Gifts of phonograph records from 6 members of the community.

Since our record library has begun to grow it was necessary to purchase a record rack in which to keep the records intact and more easily accessible.

Topographical maps, highway atlas, fine arts picture slides and viewer, Rapid Reading Course, and four Dougal Anderson paintings, were donated to the library by 6 members of the community.

The library acquired a glass covered case in which to keep the Memory Book. This was made by a high school senior in the Industrial Arts Shop.

The carpenter removed the old counter which barricaded the archway into the stack room. It was relegated to the back of the room and now serves as a table-desk and art shelf for the Ruth Stebbin's Schildknecht Collection of art books and magazines.

A sign was made for this counter. A new counter was built, using the fine old cherry wood panneling saved from the old one, and placed a right angle to the archway and acts as a room partition. Shelves and a cabinet with drawers was built in the closet adjoining the stack room, thus making storage space. A new lavatory was also built in this room.

All through the winter months the reading room was the busy scene of student research and studying.

March Trustee's meeting was held, and librarian's salary raised.

April National Library Week was observed. An organization sponsored an exhibit in the library. It consisted of ship models, early Americana including tools and cooking utensils, articles brought back by sea captains from their China sea trade, and collections of small boxes.

June Our usual Summer Reading programs were started. Approximately 72 joined the club.

August Forty-two children received certificates for the Summer Reading Program.

October Displayed Ralph Small's pieces of sculpture.

November Cadette Girl Scouts affiliated with the library and did filing for us in conjunction with their challenge of active citizenship. Five girls attended.

Mr. Robert Craig's water-colors and oils were put on display and were taken down to make room for the Dougal Anderson paintings.

National Book Week was observed. New books were exhibited for all age groups; two story hours, one for grammar school, conducted by a member of the committee, and one for the primary school, conducted by another member. Over 100 children attended.

A senior at the high school came to us through the NYC to assist us. She is allowed to work 11 hours a week, and is paid entirely by the federal government and is accountable to a teacher at the high school. She will stay until graduation in June.

December We had our usual Christmas decorations and carols, and display of Christmas reading, much of which was circulated.

The high school senior and the librarian are continuing with classifying and rearranging the books according to the Dewey Decimal System.

1966 January A member of the community has kept up the subscriptions of magazines. Three other members of the community have donated weekly publications.

The Record Club of America was joined this year.

Other gifts to the library was a wooden magazine rack, and a bookcase from two members of the community; plants from 5 friends of the library; a slide-viewer and set of slides; and we acquired an electric stylus for marking books, and a cart for wheeling books to their respective shelves.

February An exhibit of colored photos of a factory fire drew a large attendance from the fire department.

March Mysterious large boxes came to the library by parcel post and were gifts of records from Columbia Record Club - 20 in all- a good selection.

The Director's Meeting was held in the Reading Room. The Librarian was most gratified to have her salary raised.

The high school senior from NYC continued through the year.

April National Library Week was observed. The story hour for the primary school children was well attended.

Girl Scouts and leaders made posters which were displayed in the windows.

May A series of photos were shown from the Photographic History Service of Hollywood entitled the GREAT EASTERN MOVEMENT, These were in line with social studies work being done in grades 5, 6, and 7 of the local school.

We disposed of 56 old duplicate copies of young Harper's Magazine.

June The librarian attended the annual State Library Conference.

Our NYC girl finished her work and was replaced by another efficient young girl.

		The annual Summer Reading Program started. 65 youngsters signed up. Grades 2,3, and 4 children were missing. The reason for this appeared to be that many working mothers did not want to bother to see that books were returned to the library.
	July	We had many summer visitors. Outstanding among them was the niece of the donor of the library. They were given a personnally conducted tour.
	August	The Summer Reading Club annual party was held. Forty-two members were present and certificates given to 37. Colored slides of the area, buildings, and historic sites were shown by a member of the community. Teachers of the Head Start Program brought their children to the library for a sort of pre-primary orientation program.
	September	Bricks on the building were repaired by a mason.
	October	Library was closed for one week for part of the librarian's vacation.
	November	National Book Week was observed. New books for all age groups were displayed and we had story hours for the primary and grammar school age groups. These were conducted by two members of the community.
	December	The emphasis was on Christmas and Christmas stories, songs, decorations and the like during the whole month. The children like to decorate our little tinsel tree, and we have record stories such as THE LITTLEST ANGEL, and carols.
1967	January	Children's books were collected which were badly in need of repair and members of the Round Table mended them.

CHAPTER 15

COSTS OF TOWN LIBRARY SERVICE IN NORTHERN NEW ENGLAND

How Much Does Library Service Cost?

The towns in Northern New England are not providing sufficient funds to enable their libraries to keep their doors open more than a few hours a week. The majority of the small towns and villages in Maine, Vermont, and New Hampshire operate on less than $1. per capita per year or about 1 per cent of the annual town budget expenditures for library service.

The annual report[1] for Maine, 1966, based on 217 libraries showed an increase in the expenditures per capita from $1.87 in 1964 to $2.06 in 1965. Vermont's Free Public Library Service[2], 1966, reported "Vermont libraries do not meet even minimum levels of support for materials or personnel, or for total budget. Their per capita expenditures range from a low of .10 to a high of $5.00. Only five Vermont libraries with tax support reach the per capita recommended for minimum service. Free Public Library Service in an earlier biennium report[3] showed a 23 per cent improvement in local financial support for 71 public libraries; this per capita expenditure for library services increased from $1.82 in 1962 to $2.26 in 1964. The per capita expenditures in New Hampshire had increased from 2.32 in 1964 to $2.72 in 1966[1]. In view of rising library costs, it is increasingly clear that additional appropriations are necessary. The overall increase in library expenditures reflects rising salary costs rather than book expenditures in 1965.

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[1] Maine State Library, Public Libraries of Maine: Directory and Statistics, 1966, pg. 19.

[2] Free Public Library Service, Thirty-Sixth Biennial Report of the Free Public Library Service, July 1, 1964 - June 30, 1966, pp. 9 - 10.

[3] Free Public Library Service, Thirty-Fifth Biennial Report of the Free Public Library Service, July 1, 1962 - June 30, 1964, p. 7.

It is difficult to establish a standard per capita expenditure figure for the cost of public library service in the region. The funds required depend on (1) the services which the town library offers its community, (2) the size of the population served, and (3) the state in which the library is located. The actual cost of library service in the United States averages close to $5. Inadequate funds is one reason why many New Englanders do not have good library service.

The costs of public library service were prepared in statement of standards in 1956, 1959, and 1963 by the American Library Association.[2] The report in 1963 showed that the average cost of operating public libraries serving 50,000 - 300,000 population in the United States was $3.82 per capita in 1962, and that in small towns the per capita costs was even higher, and that cost in New England were well above this amount. The Office of Education reported average costs in 1965 as $4.47 per capita. It would be no exaggeration to say that in 1968 good library service requires $5. per capita. Towns which do not attempt to provide adequate funds for libraries cannot continue to

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1. Library Statistics, New Hampshire State Library, 1967.
2. Public Library Service: A Guide to Evaluation with Minimum Standards, American Library Association, 1956; Costs of Public Library Service, American Library Association, 1963. (Chicago: American Library Association, 1964), pp. 8 - 9.

finance the current demands for service. Schools in our nation have already closed temporarily because of lack of funds; no public institution can function effectively without adequate financial support. Public libraries, instead of closing the doors and reducing the hours of service, are becoming private libraries, at least by their support, and giving limited service.

The cost of library service, and why libraries costs so much, must be clear to everyone in town if adequate support is to be found. The "Public" library continues to be the direct responsibility of the local community; 3 out of every 4 dollars raised for public library service comes from local tax sources. Many people have no idea of the technical training for a librarian, and no idea of what such a person's duties are, and why professional education is required. Although people know the average price of a book, they are not usually aware of how many books are necessary if each user is to have a selection in each of his fields of concern, suited to his particular level of capability and interest in that field. New Englanders are unaware that certain kinds of knowledge and experience cannot be conveyed by books, and that a library must provide recordings, magazines, and other materials. They do not always understand that costly materials become obsolete and must be replaced, if the library is to provide reliable information.

Each year before Town Meeting in the spring, the costs of library service should be analyzed specifically and graphically in terms of needs and interests of all of the community by the supporters of the library. It is obvious that if the price of a book is $5.00 the volume cannot be bought for $2.50. If one thousand such books are needed, they will cost $5,000, and cannot be bought for less. Yet, total budgets are trimmed before a request is made, and when this is done year after year, the library has no chance to provide even minimum service.

The value of library service must be established before Town Meeting, its cost defined, sources of revenue identified, and realistic requests for sufficient funds submitted. All budgets should be widely publicized in the town. Library users need to know the costs of library service. Trustees need to actively support the budget requests. All requests must be realistic not only in relation to the amount of money needed, but in relation to plans for their expenditure that will secure the greatest value for every dollar spent.

This chapter presents the costs of public library service in nine Northern New England public libraries, and provides the figures using several of the town and library budgets which enable these librarians, under the conditions specified and at today's cost levels, to achieve minimum service. Financial calculations will provide an illustration of adequate budgets under specified circumstances, provide a basis which individual town libraries may adapt to their circumstances, and plan for future budget changes.

TABLE 15.1

RURAL LIBRARY COSTS IN NINE TOWNS, 1967

Town	Population's 1960 Census	Salary Expenditures	Book Expenditures	Total Expenditures	Per Capita Expenditures
Easton	2,500	$1,200.	$450.	$3,600.	$1.41
Three Rivers	3,500	922.	1,336.	3,224.	.92
Stony Creek	5,000	11,266.	3,830.	20,121.	4.02
Intervale	400	1.	400.	3,120.	6.24
Valley Town	2,570	1,891.	1,113.	4,347.	1.69
Five Corners	6,355	1,300.	638.	5,786.	.80
Hill Side	5,000	2,978.	1,897.	6,133.	1.22
Farm Town	2,000	1,297.	915.	4,100.	2.00
Factoryville	4,470	5,500.	2,000.	10,632.	2.37

The above table shows conclusively the impact of salaries on the rural library budget to the detriment of the book budget. While it may be argued that a library must provide adequate service to be effective, conversely the question arises as to what real services can be forthcoming from limited resources.

The per cent expenditures reveal that population is not a constant factor in regard to budgetary differences. It can be noted in the above table that towns with larger population figures reflect both minimal and maximal per capita support.

A 1963 report, Community Determinants of Library Tax Incomes in Illinois: A Preliminary Step in the Study of the Politics of the Local Public Library[1], gave the interpretation that "a separate and more intensive analysis of rural library operations was indicated." The kind of data used in this Illinois Library Research Center study for an examination of urban librarian systems were not available in rural units, and "variables which were related to higher tax levels for urban units did not correspond to rural tax incomes." Rural with increasing or more urbanized populations and in metropolitan areas did not record higher library tax incomes then other rural localities in a 1959 report[2]. The current state of the art suggests that we know less about the dynamics of rural libraries than urban units. The conclusions, for example, of Mary Lee Bundy[3] in her study of a rural library referendum may well be applicable to rural libraries in Illinois, New England, and in general that rural residents are less inclined to support library services because of their conservatism, a resistance to change in governmental operations and costs, a greater concern about taxes, and an inability to know self-benefits in library facilities.

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1. Alvin D. Sokolow, Community Determinants of Library Tax Incomes in Illinois: A Preliminary Step in the Study of the Politics of the Local Public Library, Illinois State Library, 1963.
2. "Institutional Administration", Library Trends, V. 7 (January, 1959), pp. 19 - 20, 27.
3. Mary Lee Bundy, An Analysis of Voter Reaction to a Proposal to Form a Library District in LaSalle and Bureau Counties, Illinois, (Springfield: Illinois State Library, 1960), Chapter V, "A Reconstruction of Community Opinion Formation."

Illustrative Budgets

On the following pages actual operating budgets are presented for libraries serving three different sets of conditions:

Easton: A small declining town under 2,500 population, the library offers excellent community services. The library is open 20 hours each week. There are 14,828 volumes in the collection and the per capita expenditure is $1.41 in 1967. This library provides adequate library service, 3.2 per capita circulation, given the limited appropriations by the town.

Three Rivers: A growing bedroom community of 3,500 persons, the library has a small collection of 4,000 volumes with a per capita circulation of 2.3 and .92 per capita expenditures. Library service is limited to fourteen hours each week. A new library building is now planned and this improvement should provide a better image and extensive use of the facility.

Stony Creek: The largest community studied with a population of 5,000 offers 40½ hours of library service each week. The total collection is 16,693 with a per capita circulation of 6.4. The library offers a wide range of comprehensive library services. The $4.02 per capita expenditure is an outstanding example of community support for good library service.

Provisions for staff, materials, and other facilities in these budgets have enabled libraries to the best of their abilities under the circumstances of the community to provide library service of a varying degree as described earlier in this report. These budget provisions have not necessarily met American Library Association standards to achieve the minimum standards of public library service, but reflect the past and current level of library service. The budgets are illustrative only -- not models to be followed in individual instances. The budgets reflect the operations of three different Northern New England town libraries and should be considered examples of financial conditions facing the small library. As indicated, from town to town, there are variations in conditions, i.e., community support, geographic location, buildings, cost of living, community values, which are proper but prohibit establishing standard patterns of library service. Some libraries will not be able to maintain service that achieves adequate levels with the typical amounts described here; others may operate regularly below these amounts.

Changes in these budgets, and future calculations under different price levels, are the responsibility of the librarian and trustees. Budget analysis should be presented in town meeting reports and special reports for library users in order to show the increasing expenditures for the library. Trustees and librarians should seek other supporting data from the State Librarian.

Proportional Distribution of Budgets

It is revealing to study the percentage of distribution among the major categories of expenditures, 1964 to 1967 in three Northern New England town libraries:

Budget I (Under $2,500)	Costs 1964	Costs 1965	Costs 1966	Costs 1967
Salaries	20.3	22.9	23.4	25.4
Books	23.5	21.8	23.7	23.0
Other Operating	56.2	55.3	52.9	51.6
Total Per Cent	100.	100.	100.	100.
Total Expenditures	$4,020.00	$4,648.00	$5,208.00	$4,828.00
Budget II ($2,500-3,500)				
Salaries	20.0	25.9	28.9	24.7
Books	52.0	50.9	41.8	51.6
Other Operating	28.0	23.2	29.3	23.7
Total Per Cent	100.	100.	100.	100.
Total Expenditures	$2,500.00	$3,205.00	$3,194.00	$4,225.00
Budget III ($3,500-5,000)				
Salaries	48.7	49.6	56.3	56.5
Books	20.2	18.6	19.1	23.6
Other Operating	31.1	31.5	24.6	19.9
Total Per Cent	100.	100.	100.	100.
Total Expenditures	$16,928.00	$18,989.00	$20,021.00	$20,744.00

A study of the proportional distribution of costs for the four year period reveals a number of changes. In view of increasing costs, especially for salaries and books, it is obvious that increasing appropriations must be sought for these items. While overall library expenditures improved somewhat, this increase was absorbed in other costs, such as salaries. The increasing of salaries is important and represents a way to improve service, e.g., additional hours of library service; the amounts for book expenditures are not improving as rapidly. Salaries and wages at fifty per cent level or higher is not uncommon for minimum library service.[1] Books, periodicals, and materials should range between twenty and twenty-five per cent of the budget expenditures; the balance for support of "other operating" costs. If the above are suggested standards for minimum library service in small New England Towns, only Budget III ($3,500 - 5,000) is providing adequate library service. Budget II reflects the poorest level for support, and Budget I is an indication of moderate support with low salaries for the librarian ($1,000 a year) and less than $1,200 for books, periodicals, and materials for the library.

Given the present library structure, condition of building, heating costs, and the like, if half the budget costs (56 per cent to 51 per cent) for smallest towns of less than 2,500 population have expenditures of $2,000, then to provide adequate support for both books and service would require an increase in costs of twice the current budget or a minimum of $8,000 for improved salaries and book expenditures. A recommended budget would then include: $2,000 for "Other Operating" costs, $2,000 for books and $4,000 for salaries. The data for Budget II ($2,500 - 3,500) requires a $10,000 to $15,000 budget for better library services; Budget III requires a range of support from $15,000 to $20,000 to service a population of 5,000. Library support has often failed to keep pace with rising costs; and those responsible for library service must realize that they must develop a qualified and numerically adequate staff. If increasing salary costs are to be met frequently, the allotments for reading and related materials will be reduced when the overall budget is not increased to accommodate salary and other cost increases. "Other Operating" costs usually will remain the same over the years unless there are major building changes.

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[1] American Library Association, Costs of Public Library Service in 1959, 1960, pg. 3-4.

Library Budget Analysis

Library trustees in the survey reported that the budget was inadequate. Budgets in most of these towns were limited, and additional funds that were needed for books and other library services could not be obtained. One town had to cut the budget since last year and trustees felt that the budget was already insufficient.

In most of the towns surveyed, the budgets have not increased in recent years. In order to meet rising costs of salaries, books and maintainance, the libraries have had to either cut back or depend on gifts and contributions to maintain library service.

6

The Town Library - Public or Private Support

Public institutions, such as the schools or the town libraries, imply institutions supported in the main with public funds. The library used in this case study is typical of many rural libraries throughout New England. It is an institution set up as a free public library, and is supported largely by private gifts, funds and endowments. The library was "donated" by an individual. The town has voted to support the library by a town appropriation of $1,000 per year. The State's yearly appropriation of $70 is the only other public fund that is received to support this public institution.

A glance at the data shows the town and state appropriations remaining the same for a decade. The salary of the librarian and the cost of new books has risen considerably over the ten year period. Where does the money come from to meet the rising costs to maintain this library? Expenses cannot remain and have not remained the same, as we all know. Can a small library continue without an increase in the allotment of public funds? How has this one continued to provide the citizens of the town with free library service?

While town and state appropriations have remained unchanged over the past 10 years, the costs of salary and books has steadily risen. To offset the rising costs, the library has had to depend upon citizens' donations and contributions to maintain the library.

We will need to examine the budget more closely to find the source of money to keep the library functioning. Fortunately, for this library, the people of the community have seen the need for maintaining the library.

TABLE 15.2

EASTON, NEW ENGLAND (Under 2,500)

Years	Number of New Books	Total Budget	Cost Per Book $	Ratio of New Books to Total Collect	Total Volumes Owned	Total Circulation
1958-59	545	$2924.	1.08	1:25	13,896	
1959-60	524	3645.	1.08	1:28	14,420	7169
1960-61	310	3030.	2.42	1:47	14,730	7227
1961-62	496	3422.	1.88	1:30	15,226	8699
1962-63	347	3253.	2.01	1:45	15,573	8890
1963-64	319	4378.	2.04	1:50	15,891	8536
1964-65	470	5321.	2.01	1:35	16,311	7987
1965-66	649	4598.	1.56	1:23	14,928	8057
1966-67	575	5208	2.15	1:26	14,928	7526
1967-68	544	4828.	1.87	1:29	15,667	6309

Through an active group, called the $1 Club, a small source of income has risen from $150 in 1958 to $335 in 1967. This club exists through the efforts of the librarian to interest citizens in seeing a need and acting upon it.

Gifts by various groups and individuals, of books, magazines, and other materials has also increased in the past decade. However, the increase in such donations seems to be leveling off and declining. The needed funds to add new books and materials must come from other sources or the number of new and replacement books will decline.

TABLE 15.3

PATTERN OF LIBRARY INCOME, 1958-1968[1]

Library Income	2-1-58 2-1-59	2-1-59 2-1-60	2-1-60 2-1-61	2-1-61 2-1-62	2-1-62 2-1-63	2-1-63 2-1-64	2-1-64 2-1-65	2-1-65 2-1-66	2-1-66 2-1-67	2-1-67 2-1-68
Balance	$356.02	$295.25	$555.98	$495.71	$425.21	$330.02	$477.87	$692.73	$415.54	$678.68
Interest Memorial Fund	1025.00	1025.00	1025.00	1025.00	1025.00	1025.00	1025.00	1025.00	1025.00	1051.38
Interest	39.75	148.10	110.22	60.49	107.60	65.32	56.13	85.52	82.27	130.31
Pay Shelf & Fines	71.00	178.31	117.00	191.31	159.97	248.39	183.43	151.10	144.38	113.10
$1 Club	155.00	266.50	271.25	286.00	181.00	203.00	235.85	411.85	195.00	335.00
City of Easton	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00	1000.00
State Stipend	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00
Gifts, Books & Mags.	186.75	290.25	270.75	251.25	255.30	354.35	587.78	547.95	702.03	570.98
From Empl. OASI	21.01	20.26	24.89	29.52	29.47	34.71	36.45	40.90	51.61	52.80
Ins. for Fire Loss		352.25								
Chamber of Commerce				13.00						
Trans fr. S.B.						1000.00			570.00	
Gifts for Ship Model						47.99				
Trust A							1634.16	470.00	684.41	
Trust B							14.40		179.49	34.00
Books Sold								87.37	89.09	65.12
Repairs to Books								15.75		
Trust C										726.74
TOTAL	2924.53	3645.92	3030.34	3422.28	3253.95	4378.78	5321.07	4598.17	5208.82	4828.11

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[1] Easton Library Association Records

TABLE 15.4

PATTERN OF LIBRARY EXPENDITURES, 1958-1967[1]

Library Expenditures	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
Salary, Librarians'	$801.92	$800.00	$800.00	$815.42	$805.00	$811.00	$817.00	$1005.00	$1218.00	$1227.00
Expenses to Librarian		7.00								
General Repairs	46.31	392.39	207.24	22.08	212.89	57.54	89.14	193.46	999.17	32.72
Improve- Cleaning		320.87	217.85	114.84	57.10	1116.69	1634.16	343.89		40.42
Books & Magazines	588.81	568.02	750.24	932.45	698.59	651.59	946.58	1013.70	1235.73	1015.77
Fuel	653.61	553.36	561.95	570.53	502.81	701.75	506.18	390.70	429.81	442.72
Snow Removal	24.00	36.00	31.02	26.04	36.87	21.87	67.49	58.72	28.35	19.50
Care of Lawn	141.37	108.00	128.44	148.88	127.13	146.50	122.50	92.37	65.75	57.50
Water Company	16.48	21.84	26.90	31.96	27.20	27.27	27.48	27.93	30.24	30.24
Electric Company	50.67	95.12	79.62	64.16	59.86	66.80	91.21	121.02	114.72	133.68
Meritrust Ser Cg	10.72	11.58	13.00	14.42	11.76	13.45	13.53	15.08	15.99	15.44
Dir. Int. Rev.	42.04	40.00	49.53	59.05	58.93	69.43	74.02	81.80	108.44	105.60
Insurance	127.75	105.40	101.17	96.95	99.84	99.91	99.91	100.71	184.00	178.00
Deposit Box	3.30	3.30	3.30	3.30	3.30	3.30	3.30	3.00	3.00	
Library Supplies	59.94	18.20	57.39	96.59	64.00	43.66	83.85	142.25	80.19	90.45
Postage - Misc.		8.86	6.09					3.00	16.25	9.00
Bookcases	62.36				158.65	28.15	52.01			
TOTAL	2629.28	3089.94	3033.74	2996.67	2923.93	3858.91	4628.36	3592.63	4530.14	3398.04

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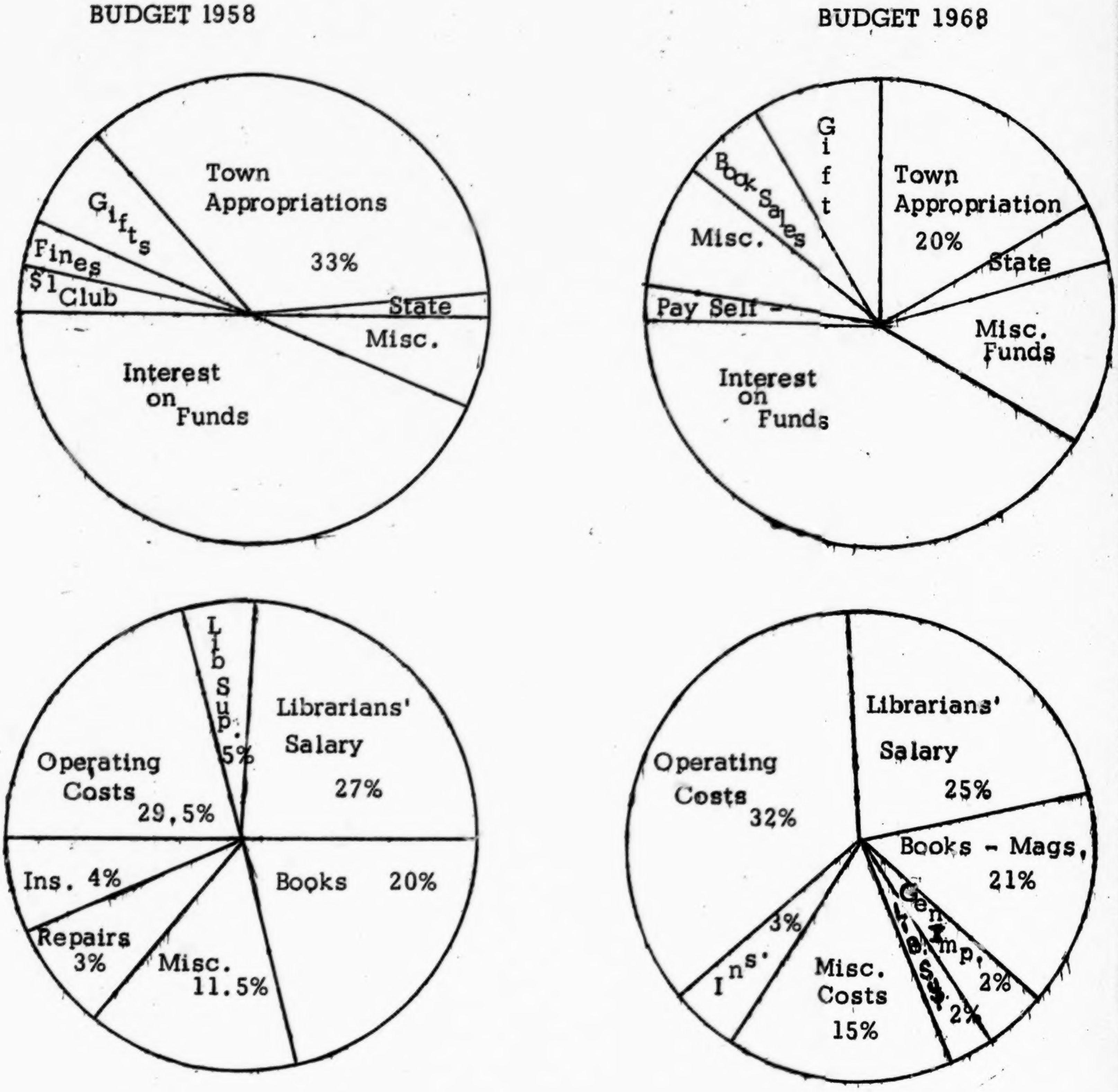
[1] Easton Library Association Records

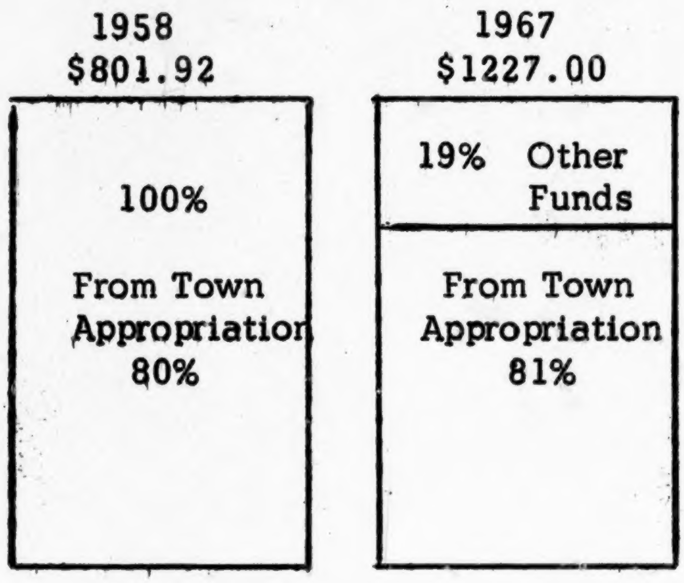
EASTON TEN-YEAR SUMMARY



In the decade, the proportion of town and state support has decreased from thirty-three per cent to twenty per cent of the library budget. The ratio of expenditures for books and salaries has remained unchanged in Easton.

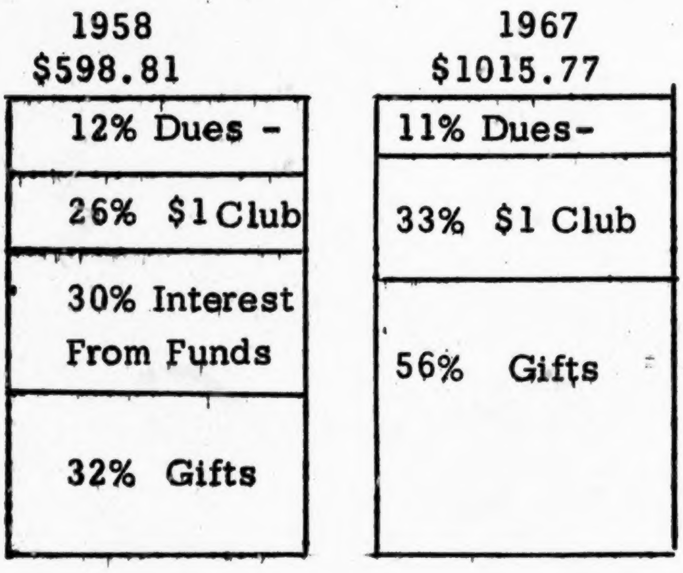
EASTON TEN-YEAR SUMMARY

LIBRARIAN'S SALARY



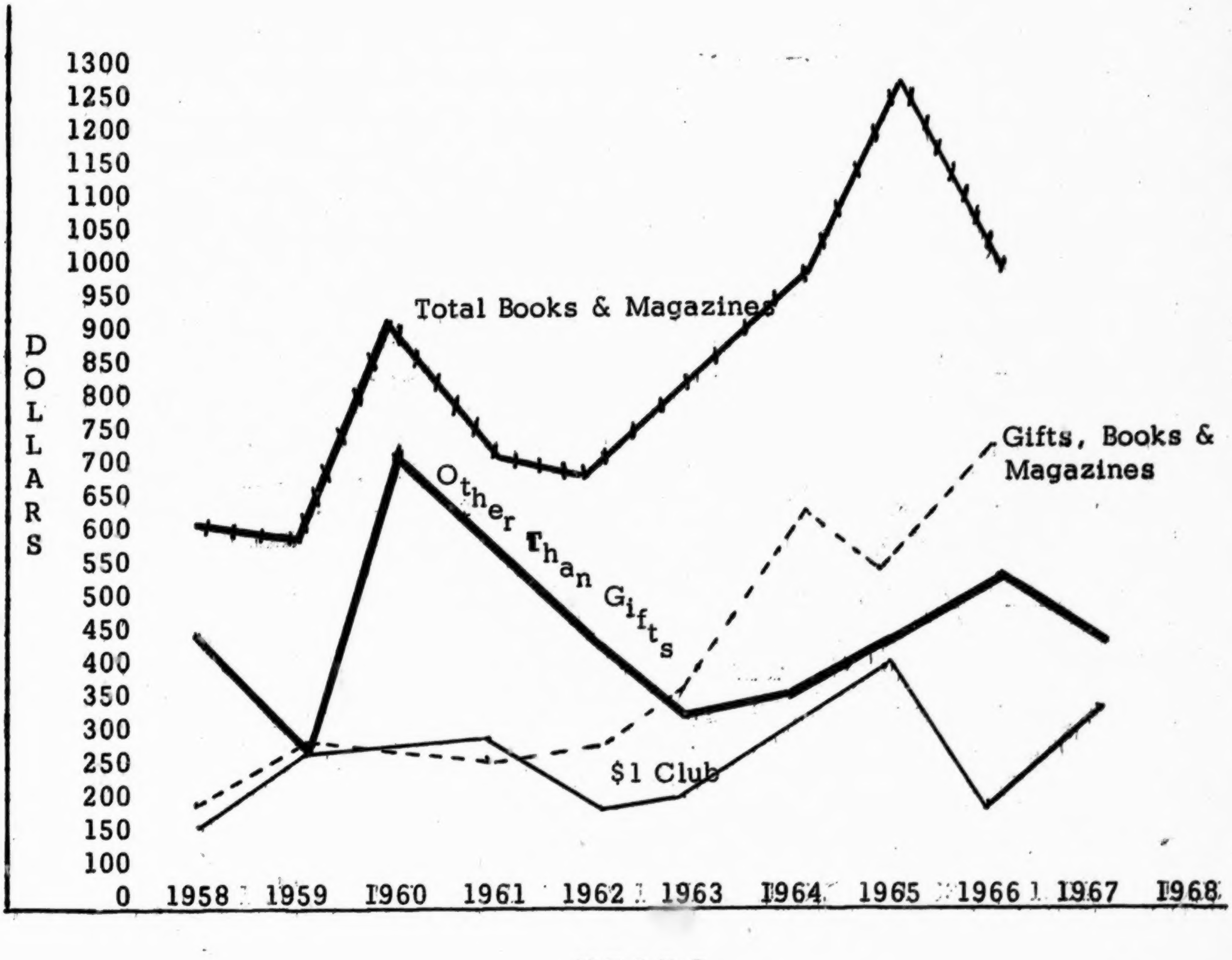
Librarian's salary in 1958 was only 80% of the town's yearly appropriation. In 1967, the town's appropriation can only cover 81% of the Librarian's salary. The remainder of her salary must come from other sources.

COST OF BOOKS



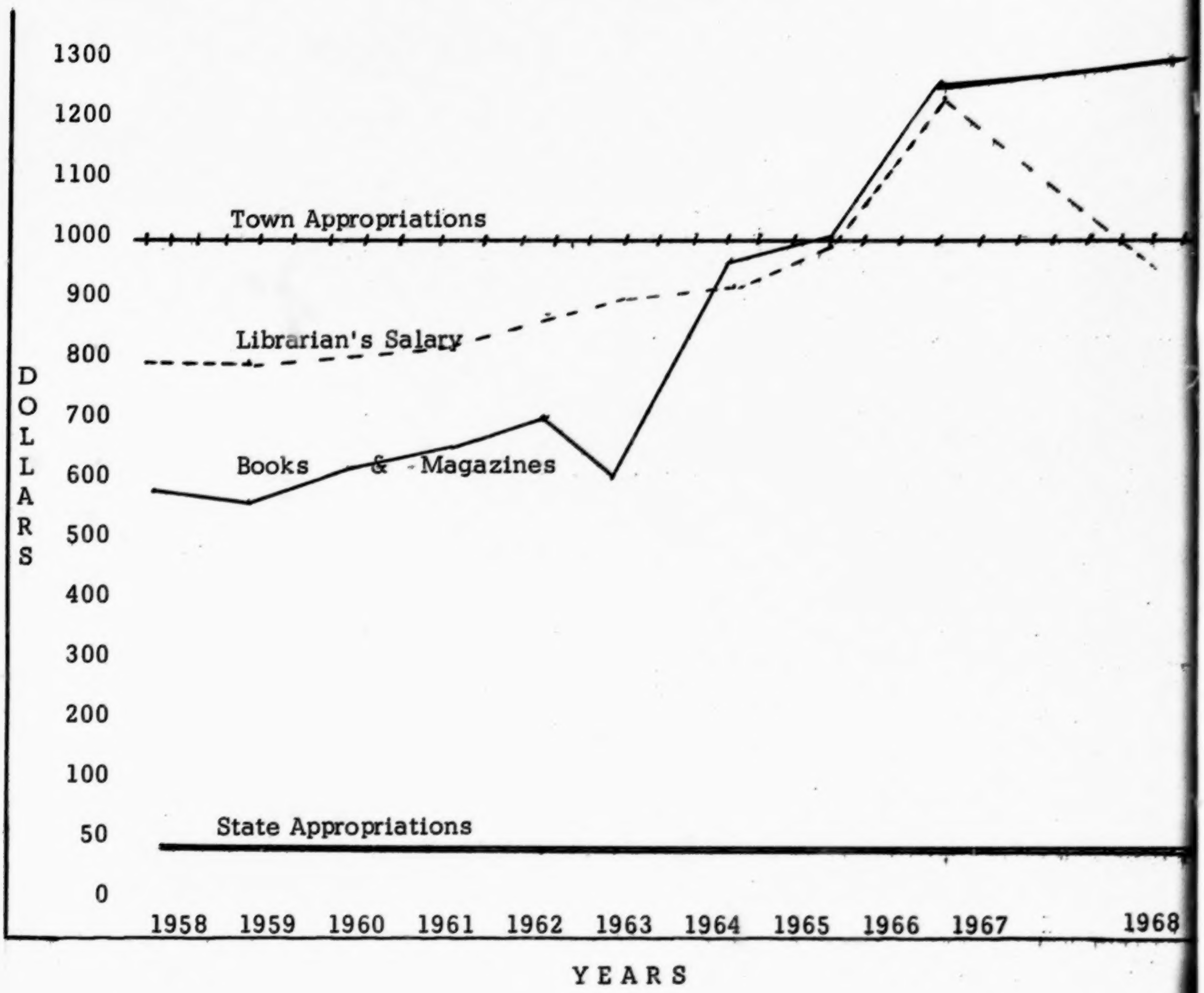
Cost of books that were added to this library have risen almost 100%. The source of monies from gifts, $1 Club, and Library dues and fines have increased to meet the cost of books. The combined efforts of the citizens and librarian have made this possible.

TEN YEARS OF SUPPORT FOR BOOKS AND MAGAZINES *



*Easton Ten-Year Summary

TOWN AND STATE APPROPRIATIONS COMPARED WITH THE LIBRARIAN'S SALARY, AND BOOKS & MAGAZINE EXPENDITURES*



*Easton Ten-Year Summary

CHAPTER 16

CONCLUSIONS

In this final chapter we shall relate a portion of the findings of this study to some of the broader problems revealed in the rural library system. We shall deal with some of the conditions that determine the attitudes of both Library User and Non-users, Librarians, and Trustees. There is no attempt herein to summarize all of the findings in this report that might be of interest to those in the field of library science. Rather, we have extrapulated from the data available what is clearly demonstrable as areas of concern and need.

Summary Characteristics of Respondents

The average respondents were female, married to the head of the household, 48 years old, and had a family size of 3.6.

Almost 44% of the respondents had finished high school while some 30 per cent had gone further on in their education, and only three per cent had less than an eighth grade education.

Almost 60% of the respondents lived in average neighborhoods while ten per cent lived in high or very high class neighborhoods, and 12% lived in depressed areas.

The respondents read an average of 24.9 books per year.

Over 85% of the respondents have 25 or more books and over 70% have both an encyclopedia and a dictionary.

Only 21% of the respondents indicated the library was their principle source of books.

In sum, individuals with high income, white collar group, high educational status are the characteristics of the largest of library users.

Reading Behavior Patterns

There is a positive association between the users of the library and their frequency of reading behavior.

Nearly all the users of the library, 95 per cent, do not find reading difficult.

The greatest number of non-users of the library are light readers, while the smallest group of library users are light readers. Such a relationship supports positively the value of library use for improving the reading capacity of its participants.

Persons holding a library card read more often than people who do not hold a library card.

Low education Non-users read less hours per week than any other group in the sample while individuals with higher educational achievements tend to read more books per year than any other groups.

Older citizens read the largest number of books per year and perhaps become the prime user of the library.

Non-users are not too aware of the types of books or magazines available to them in their library.

Personal enjoyment seems to be the major reason for reading in all groups, with fiction being the most sought after type of book in the library.

Library Users tend to have more knowledge of their library than do Library Non-users.

Many of the library Users did not know the hours that the library was open; however, more library Non-users did not have this information. This would indicate a need for the libraries to publicize their hours more effectively.

The sample in general, both Users and Non-users, did not know very much about the services the library was able to supply.

Both the Users and Non-users were in favor (75%) of the library maintaining night hours, they were not in favor of an expansion of library services, and neither group could identify any controversy in which the library had been involved. From this, we can conclude that the library has been a rather stable institution in the local community.

Rural Library Users

As could be expected library users (registrants) used the town libraries much more frequently than the library Non-users (non-registrants.) Almost half of the Users visited the library twice a month and almost twenty per cent of the Users visited the library weekly. In summary, although the actual definition of library Users and Non-users was based only on registrants, the sample maintains its validity with the frequency of use ratio close to 5:1 in favor of the Users.

People with a high education generally use the library more than people with a low education; however, the difference was not very great. It should be noted that people with low education who did not use the library at all were more numerous than people with a high education who exhibited the same tendency.

More people in blue collar type occupations had no contact with their library than people in white collar type occupations. The casual user (twice a month or less) was more often a blue collar worker (49.7%) than a white collar worker (44.6%) while the more consistent users (weekly or more than once a week) were more often white collar workers (26.6%) than they were blue collar workers (17%).

The new comer to the town utilizes the library service more than the long term resident. It can be supposed that because rural New England is experiencing a population boom due to the influx of new light industries that many of the residents coming from urban areas bring increased reading patterns with them.

The study reveals that over 50% of the citizens of rural New England use their local library. It is doubtful if the librarians are aware of this fact and have utilized it to their advantage.

Lack of reading ability not socio-economic status is the main reason for lack of use.

As was expected those with higher income and educational backgrounds utilize non-fiction resources the most. The reverse was true for fiction.

We have found that the most called for book type was fiction. Over forty per cent of the people going to their library asked for fiction materials.

Of the 749 respondents the average withdrawal per person from the library was 18.5 books per year.

In our investigation of library use we found that almost half of the library Users had been helped by a librarian to solve a specific problem or to answer a specific question while almost half of the User had never asked a librarian for assistance. These two categories total to over 98% of the library Users leaving only approximately 1% of the User not completely served by the librarian.

About ten per cent of the library Users stated reasons they did not like to use their library. These reasons ranged from an inadequate collection to a personality conflict with the librarian. There is strong evidence that these reasons are influential factors in decisions of many Non-users to remain Non-users.

The suggestion heard most often for the improvement of a particular library was "to enlarge or improve the collection". This would indicate that more money should be alloted for book purchase and that a close examination of the collection and the requests from the Users be undertaken in all the rural libraries.

Attitudes Toward Library Change

Over half of the respondents were in favor of the library sponsoring special exhibitions. This shows a need for this type of activity in the rural setting. The younger people were much more in favor of this type of activity than were the middle age and older respondents. This may be due to the general display of hesistancy toward change shown by the older inhabitants.

About half of the sample favor some sort of film program to be run at the library. There was much stronger dissention from the library Users on this point than from the Non-users. Again, the young respondents were more in agreement than their older counterparts.

It is obvious the desire for expansion into these two types of programs is strongly supported only by the younger respondents, those 30 years old or less (and this group is not the largest numerically -- the middle age and older respondents greatly outnumber them). This would then indicate that these programs will not be available to the general public for many years, if indeed at all. It is unfortunate that the progress of modern urban libraries cannot be readily adapted to their rural counterparts. The trustees of these libraries, for the most part, mirror those with attitudes opposed to change, so we cannot expect change until the process of natural elimination allows the new generation to take charge of their destiny.

Respondents' Children's Use of the Library

Over half of the library Users encouraged their children to use the library while only 37% of the Non-users encouraged their children to use the library.

About 30% of the sample said their children use the library for homework.

Library Users with low education report the greatest use of the library for their children. Parental motivation seems to be lacking among the high education User group; however, there were no differences between Non-users showing high or low education with regard to their children's use of the library facilities. Library use and the educational level of the parents affects the children's use of the library.

Financial Support

In most of the towns surveyed, the budgets have not been adequately presented to the proper authorities. Little evidence was uncovered of final presentation with adequate justification of needs. Indeed, the majority of budgets have increased relatively little when compared with other municiple expenditures. There seems to be a prevaling lethargy on the part of the trustees that any attempt to request an adequate budget in the face of other current expenditures, is inexpedient.

Where budgets have remained relatively stable in the face of rising costs, the item for books has usually been cut. In one town surveyed, the budget was reduced prior to submission despite a population increase. In the small town, publicity and finance are compatable if increases are to be secured. Once more, the librarian, the trustees, and all other library support groups, must present their case whenever possible.

While most librarians pay great diference to gifts received, with only few exceptions, these were minimal and often unusable. One town has the dubious distinction of receiving more in gifts than from appropriations. This has been true for several years and the library administration is now aware that the townspeople consider this "a way of life." Can this, in all truth, be called a "public library"?

Library Trustees

Rural board of trustees in the main have failed to develop consistent policy statements for the administration of their library. This had led to an overlaping and often infringement of what should be enumerated duties.

Many rural library trustee boards are self-appointed and self-perpetuating entities of local organizations. In one sense, this is admirable and this dedication and interest have been the major force in the local library establishment without official town recognition; however, it has led to precarious local support.

Rural trustees view their position as important and generally serve for an extended period of time.

Over 75% of the rural library board is female. Research reveals that when the board has predominant male representation, more effective support is often forthcoming.

Few boards exert influence on the townspeople capable of realizing increased interest or support. This is most unfortunate in the New England "Little Republics" where direct representation is possible.

Little effort at publicity is made either directly or indirectly by the rural boards. Indeed, although the advertising medium may well have made a greater impact on rural America than on the urban scene, with only a few exceptions, the boards studied had little realization of this duty.

Few library boards have made any attempt at developing long-range plans or adequate projections for their trust. This may well be related to the infrequency of meetings and the feeling that local budgetary requirements give the library a low priority.

Few trustees studied have made an attempt to familiarize themselves with their duties and potentials. That they are busy people giving of limited time is foregone; however, in most of our New England states, the state library system makes a concentrated effort to provide orientation meetings. Few of the trustees studied, however, availed themselves of the opportunities offered.

Little effort has been made in seeking realistic budgets for the rural libraries commensurate with the contemporary cost rise. Indeed, the fiscal section of this report reveals that salaries and operating costs are often met at the expense of the book budget. Only two of the boards interviewed had done any cost analysis studies. Those that had were reflected in proportionate budgetary increases.

Town Librarian

Rural librarians in the main are almost totally lacking in professional training. The interest and dedication shown (so often found in the rural volunteer) is admirable. Nevertheless, the lack of what may be termed general procedural knowledge is a serious handicap. There is little doubt if the rural town will ever support a professional librarian. Nevertheless, more in-service training is imperative.

Rural librarians lack the basic academic background which could, in a large measure, contribute to their service abilities.

Rural librarians receive little incentive in the way of fiscal renumeration for self improvement. Thus, while the position is viewed either as a censure or part time job, the lack of in-service opportunities can be laid to the trustees.

Rural librarians, despite poor working conditions and minimal reward, tend to remain on the job for a considerable length of time, thus giving balance and continuity to the position.

Rural librarians generally exert little leadership influence in the town. Perhaps because the position is primarily supplemental the individuals selected are those that have neither the time nor the inclination for intensive civic or social community participation. This is unfortunate because with the exception of the school personnel, the local librarian reflects the other single cultural entity in the small town.

Rural librarians have placed major emphasis on serving their student constituents. All interviewed pointed with pride to the number of students using the facility and bewailed the lack of adequate funding to better service the children.

Most librarians interviewed had an excellent working relationship with boards of trustees. Most, however, felt that the trustees often failed to effectively present their several cases to the proper municipal officials. Only one felt that her perogatives were infringed upon by trustee action.

Most librarians felt the need for improvements in varying degrees. Only two, however, had anticipated them in a meaningful way, or had sought to have a systematic presentation made to the proper authorities.

Most librarians revealed their major operational problem was in the area of technical processing. Here again, the lack of professional knowledge created hesitancy and misgivings.

Most librarians are constantly searching for ways to expand their services and to encourage more use by the public. Again, the majority felt that the lack of unds or civic interest was partly the fault of the trustees.

CHAPTER 17

RECOMMENDATIONS: TRENDS AND CHANGES IN LIBRARY SERVICES FOR RURAL AMERICA

> Anyone who is concerned about rural decline should immediately recognize the value of making the kind of positive action for improving rural life which the provision of good library service represents.
>
> Hannis Smith
> Minnesota State Librarian

Libraries are for people, and the people support library services. Library planners need to know both the numbers of people and the kinds of people to be served by the public library. Over half of the public library agencies (3,182) in the nation served a population below 5,000 in 1962. This is not to say that the rural libraries are significantly better then the urban libraries which are vastly different in both size and quality of service. The rural libraries, though many in number, are often lacking facilities and service to local residents. A case for rural library services can be made in this modern age.

Traditionally, the town library has had a role and function of serving the recreational reading interests of all groups, providing a primary reference source within the information limits of the collection, and influencing the reading habits of the town into areas where community needs have been established, These goals continue in the world of libraries today, but some significant shifts have been described in this survey and should be noted. As paperback books, book clubs, radio, television, movies, and other new media have become more easily available to most people, the purely entertainment function of town libraries has tended to receive less attention in many communities. New library progress in the public schools and adult education activities have contributed to a decrease of emphasis on the reading guidance function of the public library. While the reasons for this shift in emphasis are less clear, some results in this report and other studies suggest factors that have contributed to it. Where the provision of information for any age level is concerned, whether it is a single fact or intensive material on a complex subject, the important departure from the pattern of past service is that information can be easily procured from other libraries.

Continuous assessment of the needs and interests of the people for whom the library is maintained should be made through knowledge obtained by participation in governmental planning, coordination of surveys already made by other agencies, cooperation with other organizations in new studies, or by library-initiated community study.[1]

Over the years, people have thought of a public library in terms of a building, and have overlooked the fact that the source of the books and periodicals for reading and reference is the basic consideration. A library, more than anything, is a service of books, magazines, exhibits, pictures, maps, charts, slides, or any sort of needed information.[2]

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1. Public Library Service: A Guide to Evaluation with Minimum Standards, American Library Association, 1966.
2. J.H.Kolb, Service Institutions in Town and Country; Madison, Agricultural Experiment Station of the University of Wisconsin, December, 1925.

Librarians have been the storekeepers of information, and the way this system has been managed reflects a classification and storage structure which appears relatively unchanged and ineffective. Library personnel have operated in the passive role of helping others find what they wanted, rather than managing information. This problem is particularly acute in a rural community where its "functions and programs derive from the conviction that books and other printed matter, as well as certain audio-visual materials, are powerful, indispensable agents for bringing enlightenment, new knowledge, and inspiration to every member of the community."

The public libraries everywhere in the United States have all suffered the growth in today's technology, multiplying volumes, and new educational achievements. The small, rural libraries have had an even more difficult time to keep pace with technology and national advancement. One town has gone so far as to attempt to eliminate the local public library for it had become obsolete, The feeling was that the library had to operate within a limited and inadequate budget to serve only a few of its citizens. Salaries, cost of books, and other materials seemed too great a cost for maintaining the library that served so few, and a group of towns-people petitioned to do away with the library. The needed help came from the State Librarian and his staff to prevent the closing of the library and to change the attitude to a more positive one that would help to preserve the library and try to correct the problems that befronted the public library.

Across the nation, the local tax bases of most rural libraries are seriously limited and the major support of local libraries comesfrom this tax base.

There is no single answer to the problem of providing complete public library service in small communities and sparsely settled areas. Frequently, small libraries can be tied into a system or regional chain so that the full resources of the network are ultimately available to them, but the question of what level of direct service is to be provided for residents of these areas must remain a matter of the cost alternatives, especially the quality of service and the social value that can be placed on it.

The states realize that problems exist in the rural public library and many authorities are trying desperately to remedy the conditions that now exist in their rural communities. Some states have begun to set up reasonable standards for their libraries to follow and provide staff assistance, whenever possible. The resources for improvement remain with local authorities and the library users themselves.

There is a real danger of becoming preoccupied with the problems of comprehensive library service to rural areas and creating serious inequities in the process. Standards of services are essential and should be established in relation to cost for various population sizes and densities, and should be expressed in terms of peoples' total library needs, not a standard for a particular kind of library service.

Special problems in small public library service can further be high-lighted by distinguishing three types of rural areas, in addition to the regional characteristics already mentioned for Northern New England. The first is where sparse population and the related problem of small libraries are the dominant factors. This situation is characteristic of some libraries in the Plains, Southwest, Rocky Mountain, and Far West regions. The high cost per capita for some rural states in these areas partly reflect both the high costs encountered when sparsity exists and the lack of effective regionalization of local libraries. The second type of rural area is primarily characterized by low income and the related problems of high dependency ratios. In 1960, personal family income was lower than the national average in the Plains, Southeast, South, and the Rocky Mountain regions. In contrast to the sparsity populated rural areas, where library facilities and services are more expensive due to the distances involved and the small numbers served, the chief problem of low-income rural areas is to provide comprehensive library service without spending an excessively large proportion of the community's support. At the same time, poverty areas have greater than average needs for continuing education, library services, particularly for adults who may be changing jobs. The third type is located in a state dominated by one or more large urban centers. These rural areas may have trouble competing with expanding suburbs for state services and Federal funds. Some of these also may be poor and find it difficult to make adequate local financial contributions to education. These and other factors combine to produce significant disparities between rural and urban libraries in America.

CONDITIONS TO CHANGE

A summary of the conditions in America's rural libraries may be stated as follows:

- Rural libraries lack professionally trained librarians. Many rural libraries have librarians who have no college degree or professional training in library science.
- Rural libraries lack funds to adequately support library services that would meet the needs of a small rural population.

  Boards of Trustees in rural libraries have insufficient funds to hire a staff to operate the Facility.

  Costs of books and materials have spiraled, whereas, the tax base of many small communities have remained the same and have resulted in a decrease in new and replacement books and materials for the rural libraries.

  Buildings are inadequate for an up-to-date library; buildings are cramped and allow no room for expansion; and the need to have improved library facilities are a real problem for many rural libraries.

  Tax burden is already heavy for citizens of these rural areas and has created problems of financing the rural public library. Other services such as schools, fire protection, police, and roads require more of the tax monies, leaving less for the public library. Incomes in rural areas have always been less than those in more urban and suburban areas; thus, any increase in the tax rate would cause a staggering burden on the people. Better library management and community services support are alternatives to meet the tax problem.

- Apathy occurs in rural citizens, concerning the library, when they find rural library services inadequate; subsequently, they do not use it. People can frequently obtain the library services they desire at the larger libraries in cities, colleges, and even at their places of employment. More people have cars and are able to drive greater distances to seek the type of library service they need.
- In the home, pleasure reading competes with television and other media, and people find that magazines and the Sunday newspaper supplement their need for such.
- Paperbacks and low priced books (such as book clubs and the Readers Digest condensed books) are supplanting the need for recreational reading without having to check out and return books to a library that has a limited selection of books and a limited number of opening hours.
- Children in rural areas can use school libraries more now that schools have obtained better collection of books with Federal support. Another reason children use the public library less frequently is a lack of transportation, especially if they live a distance from the library.
- Technological advances create a vast amount of new publications which proves impossible for a small rural library to keep up with the journals. Technical libraries have emerged in larger corporations to serve the needs of the people who work

in these various technical occupations. The rural library could not hope to supply the engineers, scientists, and professionals with any amount of these specialized publications with which to meet their information needs.

- Technical publications have reached such a degree of specialization that a rural library could not even begin to find room to shelve such materials, or the staff to handle one publication for each scientific or professional field.
- The number of residents who would be interested in technical publications in a rural area would certainly be limited. The cost of obtaining specialized material for a few could not be justified at Town Meeting.
- Bookmobiles are increasing in number to serve people of rural areas where a library is not serving the community.

> Request by users can be filled between weekly visits through interloan services and regional libraries. Waiting for requests, however, can be a problem when the patron needs the material for more immediate use than the stops made by the bookmobile.
>
> Some areas that are served by rural bookmobiles find that they are better able to create interest in the service by advertising the time and location of bookmobile stops over a local radio station or newspaper. People seem to appreciate knowing this information and more people are able to participate in the bookmobile services.

> Limited selection for requests and supply on the truck often causes disappointment for some patrons. A well-trained staff conducting the bookmobile can better help the patrons with their selections and requests.
>
> Some bookmobiles carry films and other visual materials. The materials seem to be well received where ever bookmobiles supply this type of service.

RECOMMENDATIONS

A review of the three state rural library study reveals what was a conclusion; namely, that present services are below standard. Where once rural New England slumbered in the deep waters of departed agricultural and timber interests, today it stands at the top of industrial development. The expansion of educational opportunities, including libraries, must not only march to the tune of the progressive dreamer, it must accelerate with the changing character of this region. Northern New England is no longer the picturesque valley and milk country awaiting the seasonal impact of skier or hunter. Its population expands with each new industry. Placed on the edge of the creeping megopolis to the south, its schools, villages, and libraries feel the impact of technology and progress. This rapid change creates an ever increasing demand for skilled workers, supervisory and executive personnel, and requires educational assistance of varying degrees and places an ever increasing burden on the states educational systems. The rural library, an integral part of this system, must be supported and expanded to meet present and future needs.

Much of the dialogue among those concerned with the rural library revolves around the major issue of how the public library in the small town can remain a viable institution in a changing society. The library is a basic institution of major importance although various factors indicate it, and especially the Northern New England town library in small communities, has not kept pace with the many changes. Its situation is particularly critical in towns where the population is nearly stable or declining. The following recommendations seek to establish some of the areas requiring attention.

A. A Children's Library Service

While the rural libraries have directed a major part of their efforts toward children's services, much more needs to be done if the practice is to be continued.

1. Collections must be revised, gathered, and weeded. Books selected should be attractive but are recognized as outstanding examples of children's literature and that meet current needs both for information and education. Correct selection is vital when balanced against the minimal fiscal support available.

2. While most of our rural libraries make an effort to provide separate facilities or area for the children, many times the lack of attractive decor or position behind stacks reduce the effectiveness of drawing young and inquiring minds. With a small amount of paint, some imaginative grouping of furniture, and colorful abstract displays, children's areas could be more effective.

3. Several of the libraries have developed excellent story hours, Librarians questioned felt that these were often the highlight of the year, Small rural communities have a wealth of talent available for extra library activities and these should be utilized. The bringing in of children for story and picture hours, films, puppet shows, etc., open the doors to a public that offers a greater impact than those responsible for the administration of the library realize.

4. School library cooperation was excellent in all the libraries studied, However, more personnel cooperation between local school libraries is needed. Both should cooperate on planning of budgets so that duplication can be avoided. Whenever the local library is called upon to provide direct service to the school system, this could be budgeted too.

5. Librarians should make an attempt to provide current collections of paperback books and other popular reading materials which are likely to attract students. It is assumed that these books will be readily understood by adolescent non-readers.

B. Reference Service

1. Within the libraries studied, reference service ranged from excellent to almost non-existent. Better reference collection, both as to depth and dates, are needed. While the small libraries can never have a diversified reference collection, it is recommended that all of the libraries seek both guidance, and where needed, assistance from state services in this matter. All too often, a set of dated encyclopedias fills the bill.

2. The library should maintain both by acquisition and by weeding, an up-to-date, current file of pamphlets, pictures, and other material. While the rural population probably subscribes to more periodicals than their urban counterpart, each rural library should subscribe to at least ten interesting magazines reflecting area interest.

3. If the town has a weekly newspaper, the library should subscribe to at least three copies; one for reference, one for verticle clip file, and one for shelf use.

4. Each library should subscribe to at least one professional library journal as well as other nationally recognized books and periodicals in library science.

C. The Board of Trustees

1. The authority for the establishment and continuation of the rural library should be vested in a board established by the local governing authority. If such board is not officially elected or appointed by the municipal authority, but is selected by an extra legal association, then members should be presented to the governing authority for official confirmation. Thus, the local rural library becomes an integral part of the local government.

2. Every rural library governing board should prepare a written policy for its operation and services which should be reviewed and accepted by the local government as the official policy of the town library. Such policy should be adapted or based upon standards developed by the A. L. A. The librarian should participate in the formulation of any policy which, if it is to be effective, should be reviewed for changes annually.

3. The board, whether elected, confirmed or appointed by the local government, should have full responsibility within the framework of its official policy for:

   a. The establishment of fiscal procedures

   b. The administration of any funds either public or private

   c. Direct representation to the superior authorities of the local government

   d. A systematic method of reporting and requesting

   e. The establishment of terms of office

4. If the local authority operates under the Municipal Budget Act, the trustees should present their requests, no matter how small, in person to this board. If the town does not come under this act, then representation should be made directly to the executive department. Under no conditions should the board allow their budgets to be drawn by another authority without their direct participation. Only when the board is so recognized as the official administering body, with the contiguous right to seek appropriations and spend the same, will the board receive the respect and confidence due this office.

5. If the town has a planning committee either officially recognized or consisting of members of the executive department, the library board should request permission to present their case annually. Such presentation must apprise the governing authority of progress, problems and future plans. Even though the operation of the library has made little apparent change, such a presentation will reveal to the board a professional attitude which will have value when real needs appear.

6. The board of trustees should operate under the direction of an elected or appointed chairman who should have the full confidence of the board and be authorized to represent them.

7. All boards should establish a definite schedule of meetings and adhere strictly to the same.

8. The board should elect or appoint a secretary who shall keep comprehensive minutes of all meetings.

9. The board shall be responsible for preparing a detailed report to the town at the annual meeting. Such a report shall include an accurate budget together with whatever statistical information is available regarding the past year's services. This report should be used to enlighten the town both as to progress and plans.

10. The board must be responsible in some form for articulating the needs of services of the library to its constituents. Hopefully, this would be on a regular basis to the various news media. Members of the board or the Librarian should actively seek ways and means to bring the vital offerings of the library to the attention of the public.

11. A definite policy for book selection based upon the needs of all constituents should be part of the regular procedures of the book committee. If this is done as past use of inadequate collections, their progress will be stifled. If the town has a planning committee with access to state or federal funds, then the trustees should request funds for a study.

12. The trustees should participate in some type of orientation services so that they can be knowledgeable in their duties.

13. The boards must take full responsibility for employing and, if need be, discharging the librarian. The success or failure of the library can be directly related to the competency, the willingness and the attitude of the staff representation.

14. The board must take the initiative in requiring in-service training for the librarian. There are few trained librarians in the rural areas. It is doubtful if there ever will be, or indeed, if the rural town could support them. Through the State Library System, however, the local librarian can and should be required to participate in courses capable of improving her services. Indeed, the Board, if it is to raise the level, should make this a requirement of employment. The librarians interviewed in this project, for the most part, were dedicated, willing persons. They were often overworked and in all cases underpaid. They labor without the support of the town's people and sometimes the board. If they are to perform their roles in an acceptable fashion, they must have the opportunity to participate in library courses. Qualified persons without library training should be encouraged to seek library employment. Formal courses, special workshops, institutes, and in-service training through appropriate educational institutions - library schools, senior colleges, community colleges, and technical institutes - should be made available to them. Such persons, serving as library technicians, could relieve the librarians of many routine duties.

15. Trustees collectively have never become the effective group they could be in State Legislative matters. Their influence either directly or through their representatives could have great weight in library legislative development. Locally and with state assistance, boards should develop a medium for expressing

their desires in cooperation with State Library agencies. The several State Library agencies should assist in organizing or initiating an extensive campaign in behalf of the total present system.

16. Boards should make every effort to be knowledgeable in the services and leadership available at the state level. They should require the librarian to utilize whatever services are available, support and assist state library personnel in raising the level of assistance. The Board and the Librarian should view the state agency as partners in progress and become such through intimate contact. Concurrently, boards should seek cooperative arrangements with other local libraries.

17. It should be noted, that each time officials of a small public library fail to reach out to joint action with other libraries, readers in the locality suffer. Small town libraries should be encouraged to cooperate with other nearby towns and this should be done with local support. Special collections, specific reference books and other needed materials should be readily shared. Residents in Northern New England rural communities should have ready access to the collections in neighboring communities. Formal regulations which have been established in the past should be abandoned. Equal opportunity for library services must be the credo of the town library.

18. Greatly increased state aid and local financial support must be increased to correct substandard conditions in New England's public libraries in such areas as physical facilities, number of books per capita, number of periodical subscriptions, and number of staff members. Increased state funds must be available to supplement and provide incentive for increasing local support.

D. The Librarians

1. The rural library should utilize aides wherever possible to release the librarian for more important duties of information, location, organization of reading material, and providing more effective service and developing allied programs.

2. The librarian should be conversant with services offered at the state level and avail herself of them as much as possible.

3. The rural library must provide its citizens the bibliographic and information tools capable of meeting the local needs. Much more needs to be done in these areas in the libraries studied.

4. While the great emphasis is on children's service, most of the librarians interviewed felt more should be done. It is recommended that the librarian survey the needs of the area's children and make recommendations in this regard.

5. The rural library, for the most part, has not furnished its constituents with audio visual material. This, at a time when nearly every rural home has television, is discouraging. An effort, no matter how small, should be undertaken to remedy this situation.

6. Assistance from the state should be sought in many instances to develop much needed tools. In the libraries reviewed, much work must be done on cataloging, reclassification, and records systems.

7. Rural libraries should have an effective referral system utilizing interlibrary loans, the bookmobile or any other source. This service should be made known to users via the press and notification in the library.

8. A detailed investigation should be made annually of the operation of bookmobiles to determine whether they are the most effective device for covering all the areas within their present territories, particularly the effective use of small town libraries.

9. Wherever possible to stretch minimal budgets, rural libraries should take advantage of state purchasing systems.

10. The librarian should study her community, its organizations and interest structures to determine whether its hours of operation are sufficient. Every public library is urged to set up a schedule of hours which will make library service available to the widest range of readers possible, including daytime, evening, and weekend hours. The hours of service should be public knowledge.

11. Librarians must make every effort to stimulate citizens by attractive displays of materials, frequent recourse to news medium and by personal appearance at community functions.

12. The librarian should encourage the use of the library by community groups and, if possible, should assist in the sponsoring of activities.

13. The rural librarian should offer a program at the beginning of each year designed to inform and teach the children how to use the reference tools and systems available. If possible, this should be in conjunction with the local school department.

14. Rural librarians should make every effort, either directly or through local organizations, to offer its services to the infirm or shut-ins.

15. The rural librarian should develop a book policy which sets the objectives of the library as developed from the needs of its constituents. This policy should identify collection areas, controversial material, the quality of the books and a system for discarding.

Results and recommendations of this study can be summarized by a recent quote which encourages quality library services in this nation:

> We should look at the value to our people and our culture that accrues from the activities of the user whose functions are to be enhanced by improved availability of library and information services. A library can be understood only as it enhances a socially valuable function, one of which -- and one that all libraries can enhance -- is the personal intellectual and ethical development of every individual in our society. The variety of the other socially valuable functions determines the need for variety in kinds of libraries.
>
> In this spirit of social awareness, the National Advisory Commission on Libraries developed its recommendations for a National Library Policy:
>
> That it be declared National Policy, enunciated by the President and enacted into law by the Congress, that the American people should be provided with library and informational services adequate to their needs, and that the Federal Government, in collaboration with State and local governments and private agencies, should exercise leadership in assuring the provision of such services.
>
> National Advisory Commission on Libraries, 1968

FURTHER RESEARCH AREAS: A NATIONAL STUDY

It seems imperative at a time when the rural scene is swiftly changing that an image or a state of mind should be researched in regards to the rural opinion of the local library. Where once residents from birth to death was the expected norm, today mobility is the byword. The children and adults of our rural land are no longer a local asset, they are a national one. The battle to educate our rural young is still in progress. Small towns with minimum budgets are confronted with providing an education for their young capable of standing the test of national acceptance. Sadly, the country library has not kept pace. A national study could attempt to seek answers to this question together with the attitudinal reasons for the same. Results should reveal, for the use of all local libraries, those factors lending to the neglect with attendant conclusions suggested of remediation.

Consultation with librarians in many towns has shown that they too are quite eager to understand what the thinking of their local population is in regards to their particular needs. This is extremely important when operating on a very low budget. One librarian siad: "What can I do? I can't possible raise the level of reading because all they ask for is mysteries or humor. When one says to them - if we bought some better books perhaps they would be read - the answer is: so far it has not shown because the so-called higher intellectual groups are easily out-voted at town meetings by the lower ones." Also, it seems to be quite apparent that physical configurations are going to have something to do with the use of the library. All too often, we find that our libraries are ancient edifices that have been established in areas now somewhat outside of the main stream of the population center. Coupled with this is the argument that our schools are beginning to build libraries. This is all to the good, but we still have a percentage of our population who did not finish school or drop-outs or a population percentage of older people. This study would embrace the total intellectual spectrum of the towns. The so-called town leaders such as the minister, the selectmen, the college graduate who is now becoming more numerous, but who in the past was a shining light, the moderator, the various individuals who are to be reckoned with. It also would do a survey of the outlying folks - so-called poor people, the local school teachers, the local school librarians, plus the librarians themselves. An attempt would be made to establish: (1) What the local people think of the library, (2) What the shortcomings are, (3) What the strengths and weaknesses are, and (4) What steps they think should be taken to bring the library up to a better level of this is desired.

In areas such as Appalachia, which Peter Schrag claims is, despite Appalachian programs, "again the forgotten land"[1], rural libraries and library use is a non-significant factor in the minds of social planners struggling valiantly to stem the tide of human corrosion and despair. In Appalachia the third welfare generation adult has a sixth-grade education

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1. Cf. Peter Schrag, "Appalachia: Again the Forgotten Land", Saturday Review January 27, 1968 pp. 14-18

and three-fourths of his children who start school drop out before they complete high school. Library use in these rural areas could compensate for the lack of education to some degree, and under proper guidance, the facility itself could stand as a bastion against ignorance, by developing assistance programs for its constituents.

The Appalachian federal programs have had an effect. Education has become a possibility for the many who feared it, and the dropout rate is less than it was. But education is a continuing thing and the "happy pappy" who has learned to read and write needs a place to go to get more to read. If he has developed the hunger to learn and to advance, and if the federal program which gave it to him terminates, he has only his rural library to attend to his new wants. But does he know this? How many rural citizens feel as does Max Hurt of Kirkey, a retired insurance executive who has returned to the farm where he was born?

> "Library service ought to be just as much a National Institution as rural free delivery and rural electrification, neither of which would be possible without the United States Government. The reason we wait for the mailman so eagerly is that he's bringing something to read -- it would be consistent for the federal government to establish libraries as a part of the American way of life..."[1]

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[1] National Advisory Commission on Libraries. "The Spirit of Pikeville", Library Journal, December 15, 1967 pp. 4467

Further research would study the Appalachian area to determine the rural opinion on the local library. Do the people see it as anything that can help them? Can the rural library pick up where the basic education program left off? Can the rural library assist in preparing the young for the test of national education acceptance?

The South, another region, is a complexity differing greatly, in some respects, from Appalachia and New England, yet having similarities in the area we are considering in this proposal. Since the distinctive community farm in the South is the county, and since the county, or parish, traces itself back to the same sources as New England, there is still the great dissimilarity that the South has not taken to the town, except for the county seat.

Accordingly, libraries in rural areas of the South are far more scattered than in other areas of the county. However, the traditional Saturday assemblages at the county seat make library usage basically different than those elsewhere. The cultures of the two regions developed in vastly different manners and therefore this study is needed to determine what Lura G. Currier, former Director of the Mississippi Library Commission, pointed out in a letter to the Study Director;

> "What we would like to have - as indeed what state library wouldn't - are some studies to let us know the extent to which all of this work had changed the image. We assume when a discernible number 1) express amazement, 2) begin to use it, and 3) signify a willingness to support it that the image has for them at least been changed. But, of course, we have no proof

> (or educated guesses) such as services like yours can establish. Because we feel such a need for this everywhere we are glad that work like yours is being done and regret that we have so little to contribute to it; or, if we do have anything, do not have perception enough to know it."[1]

In the Southwest, the rural libraries face a cultural and language problem not so evident in other areas. The image of the local library with people who do not trust government per se can be nothing but poor. Yet, these Spanish-Americans have a clear and present idea of what they want and need. Such a study as this one can do much to pinpoint these needs and set in motion the processes whereby the image of the rural library can change to one of assistance and help, on the self-help principle.

In the West, the towns in rural areas take on much more significance and more closely approach the New England model already studied. Education and reading are more traditional here than in Appalachia, the South and the Southwest.

The major problem in the rural areas in the West is one that no library can solve, however. The migration of youth to the big city casts its peculiar pall over all the small towns. Culture is often generally absent as an active regular pattern. Teenagers have sports events followed by dances and then they are again left to their own resources. This generally makes them look to newer horizons.

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[1] Lura G. Currier, Director, Mississippi Library Commission, in a letter dated October 18, 1967

Can the library fill the gap in rural America? The rural hearings of the Economic Opportunity Act and Task Force, the hearings of the House Committee on Agriculture in its Sub-committee on Rural Development, the Hearings of the Senate Committee on Public Works of its Sub-committee on Economic Development all point out the cultural gap and youth migration as serious problems. Perhaps the role and function of the local library could undergo a change and begin to move into the cultural gap more effectively in the rural areas.

Appendix A

METHODOLOGICAL OBSERVATIONS ON THE RURAL LIBRARY STUDY

At the outset of the study no fixed schedules were drawn up; nine rural New England libraries were to be studied. Meetings were held with State Librarians to select the communities.

As the study progressed, the scope of the inquiry focused the research design. This methodological note is intended to present sufficient information concerning the design and procedures of the study to satisfy state librarians and other specialists that certain technical standards, particularly those concerning sampling and instrument development, have been adequately met. This appendix report describes clearly how the study was conducted. The problems that arose, and choices made among alternative strategies at various points in the research effort, are reviewed. A summary of the methodology was presented in Chapter 3 of this report; the major items reviewed in the appendix include; Selection of the Study Priorities and Sample Towns, Study Advisory Committee and State Librarian Observations, The Research Instrument, Selection of Interviewers, The Sampling Frame, Coding Procedures, and Independent Variables of the Study.

SELECTION OF STUDY PRIORITIES

The general methodology for this proposal was conceived by Riviera and Johnston in their Volunteers for Learning,[1] a NORC[2] publication of the University of Chicago. As noted in the chapter on "Academic Adult Educational Facilities", the researchers found in their typical community called "St. Stevens", that the libraries and the museums were completely inactive in adult education, although the public library occasionally made its facilities available to study groups of one type or another. In another model community, "Peters", the only educational program offered any institution of this type was a Great Books Discussion, a group of 15 members which met in the public library. The current proposal similar to the NORC survey research design will employ behavioral science methods, and will focus on the "user" rather than the library or the institution and how it could improve its services and practices. We feel the latter would be an appropriate subject for another detailed study.

SELECTION OF SAMPLE TOWNS

The type of town to be sampled could not be described so that all the characteristics would appear in one definition. Therefore, three proto-type or model towns were constructed. These towns were merely samples, but they contained the major characteristics of every type of New England town.

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1. Riviera R. and Johnston J., Volunteers for Learning, Adline Publishing House, 1965.
2. National Opinion Research Center, University of Chicago.

Towns to be Sampled

Town A is a small semi-rural bedroom town of some 3,500 with a slowly increasing population. It still is a rather staid New England town with some of the families of the first descendants still in residence. It has, for the last decade, made a slow transition from a mill to a bedroom town. The intellectual composition has been stimulated by an influx of department heads from the State Capital who have moved out of the Capital city into this town by virtue of its very picturesqueness, its available land , the fact that it is a rather low tax base. Coupled with this, we find that this town is bi-lingual in that the mills, now closed, were a great melting pot for the French Canadian brought down in the late 1800's to work the looms. This has a great bearing on not only the collections, but the physical plant itself. The town's center was originally established at the confluence of two rivers for the water power needed to run the mills. The mill type housing established for the French people was located basically in the same area. The center has of late slowly decayed. Shopping centers have arisen in other towns and the town's business has not kept abreast. Therefore, the town center per se is diminishing, whereas, before mentioned, the outlying or countrified areas are beginning to expand with small housing developments, some containing rather large and expensive homes. The French people still maintain their prime residence near the heart of the business district near the old mills now deserted. There is still a strong vestige of animosity between the French who feel they were exploited by the English and the English who somehow look at the French as rather a substandard people. Whereas this might not seem to have prime implications for a library, it does. The present library is situated in an old store in the center of town. Currently, a library committee has been appointed by the moderator at the town meeting to determine the needs for: 1. A new library, and 2. updating the library collections. This committee has on it representatives of both factions. Already in the several meetings that have taken place, it is quite clear that the major issue is not going to be the type of construction, the facilities available or the collection, but basically where the library will be located. Will it continue to be in the area of the French population, or will it move out towards the so-called English people or in the direction where the center of population now seems to be. So, therefore, we see Town A, while it is somewhat rural, has no industry, but is a bedroom town, bi-lingual and is currently considering the construction of a new library and realistically looking at the need for library holdings. While we have a recognized formula of approximately $1.50 per capita for library books as established by the A. L. A., we find in review that Town A spends actually some $.25 to $.30 per year for their library budget. The holdings in the main are of a light reading type. There is very little reference or literature tending to raise the cultural level or beneficial for continuing education.

Town B, again a rural town, has, however, several modern light industrial plants within its borders. Its population increase ranks with the fastest in the State. Taxwise it is in excellent shape due to the location of the State's largest Public Service plant. This town also serves somewhat as a bedroom, but has attracted many people who are building fine homes on the countryside due to the low tax base. This town has a 2,500 population and has recently started construction of a new library facility. With this, they have developed a highly sophisticated library committee working with the part-time librarian to increase their holdings and services. It has little, if any, ethnic problems.

Town C is a predominately rural farm town of some 1600 population. It has no industry, but like many New England towns, some people are living here who do work in the cities. However, of the three towns, it still has the greatest working farm area producing truck vegetables and some milk. Its town library was built somewhere around the turn of the century and is extremely small. However, there has been attempts recently by a very energetic young volunteer librarian to bring in such "new fangled" methods as the Children's Hour and even some art displays and talks by prominent people. Its holdings is quite antiquated due to the fact that unlike Town B it has a very limited budget. It caters primarily to a population of basically older residents sprinkled with energetic and vociferous young newcomers who wish to better their library. This, of course, has met with some opposition by the old timers who would still rather read Cape Cod stories by Joseph C. Lincoln or mysteries by Mary Roberts Rinehart. Its population is static.

This, then, is the type of three town sample designs we have to study. There are others in the area that could easily be taken, but generally they fall into the same classification because as before stated, most of our towns are either becoming bedroom towns or the repositories of light industry.

Farming is on the decline and yet within the towns mentioned, there are still several large farms. Consultation with librarians in such towns has shown that they too are quite eager to understand what the thinking of their local population is in regards to their particular needs. This is extremely important when operating on a very low budget. One librarian said--"What can I do? I can't possibly raise the level of reading because all they ask for is mysteries or humor. When one says to them -- if we bought some better books perhaps they would be read -- the answer is: so far it has not shown because the so-called higher intellectual groups are easily out-voted at town meetings by the lower ones." Also, it seems to be quite apparent that physical configurations are going to have something to do with the use of the library. All too often, we find that our libraries in New England are ancient edifices that have been established in areas now somewhat outside of the main stream of the population center. Coupled with this is the argument that our schools are beginning to build libraries. This is all to the good, but we still have a percentage of our population who did not finish school or drops out or a population percentage of older people. Also, the Northern New England states have attracted a large percentage of people in retirement. Herein people who have made their money have come to live in New England because of the low tax rate, the beautiful countryside and the so-called Yankee image. This study embraces the total intellectual spectrum of the towns. The so-called town leaders such as the minister, the selectmen, the college graduate who is now becoming more numerous, but who in the past was a shining light, the moderator, are some of the various individuals who are included in this study. It also covers outlying folks -- so-called poor people, the local school teachers, the local school librarians, plus the librarians themselves. An attempt has been made to establish: (1) What the local people think of the library, (2) What the shortcomings are, (3) What the strengths and weaknesses are, and (4) What steps they think should be taken to bring the library up to a better level if this is desired.

The actual selection of the three towns to be actually used in each state was made with the assistance of the State Librarian. A comprehensive review was made of all the towns in the state that were of the approximate population, size, and that had libraries. The State Librarian's knowledge of the individual towns and local personnel were necessary for logically chosing the sample towns. It was essential that there be cooperation at the local level and the State Librarian knew what towns were likely to afford this cooperation.

We believe that the towns selected are an excellent representation of rural Northern New England, physically, socially, industrially, and geographically.

STUDY ADVISORY COMMITTEE: ASSISTANCE OF THE STATE LIBRARIANS

The survey project had an Advisory Committee which met formally during the project. The Study Advisory Committee contained three State Librarians, project consultants, and other interested personnel from Federal offices.

The Advisory Committee

1. Emil W. Allen, Jr.
   State Librarian
   New Hampshire

2. Elena Horton
   Executive Secretary
   Free Public Library Service
   Vermont

3. Ruth A. Hazelton
   State Librarian
   Maine State Library

4. Philip Northway, Professor
   University of New Hampshire
   Library Consultant

5. Henry W. Munroe
   Pembroke Library, N. H.
   Library Consultant

The role of the Advisory Committee was both instructive and informative. The Committee assisted the study staff in its program direction, questionnaire design, and final report development. The assistance of the Advisory Committee was necessary for the success of the study. Attached are copies of letters from the State Librarians regarding the study.

C O P Y

State of Vermont
Free Public Library Service
Montpelier, Vermont

October 3, 1967

Intervale Public Library
Intervale, Vermont

Educational Research and Services Corporation is conducting a three state study in Maine, New Hampshire and Vermont. They are choosing libraries with certain similarities with those in the other states and limiting their study to three libraries from each.

Your library is one of the three chosen in Vermont, and Mr. James W. Morrison will be in touch with you shortly to discuss the study and arrange for a visit to your library.

The need for information from this study is acute and I know that you will be a great help to Mr. Morrison in this research.

Very truly yours,

(signed)
(Mrs.) Elena Horton,
Executive Secretary

cc: Mr. Morrison

COPY

New Hampshire State Library
Box 189
Concord, N. H. 03302

October 17, 1967

Valley Town Library
Valley Town, New Hampshire

I am enclosing a copy of a proposal for research on the subject of "The Image of the Public Library in the Mind of the Rural Citizen". This proposal was accepted by the U. S. Office of Education, and has now been funded. The President of Educational Research and Service Corporation, which has received a grant to do this study, is James W. Morrison, the Project Director.

This very important study of the public image of the library is going to be conducted in some depth in three public libraries in New Hampshire, three in Maine, and three in Vermont. Copies of the final report will be made available to all the libraries in the three states. It is hoped that the results will make it possible for libraries to better understand the reasons for their success or lack of success. It should be especially valuable in helping us to learn why such a large proportion of the community does not regularly use the public library.

Your library has been tentatively selected as one of those communities to be studied in depth by Educational Research and Service Corporation. You will soon be contacted by Mr. Morrison, who will be visiting you to discuss the study in more detail. I certainly hope very much that your library will be willing to cooperate in this adventure, which will be read all over the country.

Please let me know if you have any questions concerning this matter. In the meantime, I'll look forward to hearing from Mr. Morrison in the very near future.

Very sincerely yours,

(signed)
Emil W. Allen, Jr.
State Librarian

EWA:MRI

cc: Mr. James W. Morrison

C O P Y

Maine State Library
Augusta, Maine 04330

October 9, 1967

Farm Town Public Library
Farm Town, Maine

This letter is intended as an introduction to the Educational Research and Services Corporation of Manchester, New Hampshire, which has received a grant from the U. S. Office of Education for a research project on the subject of "The Image of the Public Library in the Mind of the Rural Citizen." A copy of the proposal is enclosed.

I have talked with Mr. James Morrison concerning his plans for this project and we at the State Library are quite excited about the prospect of such a study being made in Maine, New Hampshire and Vermont.

The survey is to be carried out in three towns of about 5,000 population or under in each of the three states. The towns which have been tentatively selected were chosen because they are typical of various aspects of rural life in the three states.

The focus of this survey is to be on the library user and it is anticipated that close to 100 persons in each community will be interviewed, one-half of them library users, the other half non-users.

Farm Town is one of the towns tentatively selected for participation in this project. I hope that it will be possible for you to arrange for a meeting with Mr. Morrison when he contacts you for that purpose.

Sincerely,

(signed)
(Miss) Ruth A. Hazelton
State Librarian

RAH;dlg
Enc

STATE LIBRARIANS' OBSERVATIONS

In the process of the rural library investigation in Northern New England, several State Librarians, other than those individuals serving on the Advisory Committee, were of assistance to the research staff. Some illustrations of State Librarian assistance and correspondence have been included in order to support the study methodology:

1. Mississippi Library Commission

> "There is virtually nothing in our files -- at least that I can think of -- which would be of any assistance to you in your study on THE IMAGE OF THE PUBLIC LIBRARY IN THE MIND OF THE RURAL CITIZEN.
>
> By the same token, virtually everything we have is in some way related to "programs and/or services in rural or non-urban libraries." Since Mississippi has only one community which by official definition is actually urbanized (only 18 cities with population over 10,000!) our entire -- and vigorous, believe me -- program is devoted either to changing the "image of the public library in the mind of the rural citizen" or to making the rural library like unto the image of it the citizen has. What I mean by this admittedly awkward sentence is that we are trying either to give rural people a new conception of library service or, in the rare cases when we find rural people who already know what it should be, we use their image to help us bring that type service to reality.
>
> From our observations only, without the advantage of scientific research such as yours, we know that our people have usually regarded library service in light of their memories of WPA or their observation of what had been our unhappy library lot prior to the beginning of our vigorous development program in 1950. When we speak to them of what library service should be and what it will be if certain steps are taken, we usually find only a few who "catch the gleam." With these few we proceed to work on developing something better, although we are the first to admit that the resultant service falls somewhat short of our own image.

The startlingly different physical facilities and the surprising range, appearance, and currentness of the book collection strike many of the rural residents as incredulous. "Why, we had no idea it would be like this!" "If we had known this is what the library would be like, we'd have supported one long ago."

Of course, we know as well as you do (or as well as you will know when you get through with your survey) that most people do not yet have any idea what library service is or should be. The instances where we can and have changed this is what makes this business of library development the fascinating business that it is.

But what can we send you, out of these hundreds of file drawers and 17 years of almost round-the-clock work on your subject, that will be of any service to you in your research? There is a danger of our "telling you more about penguins than you want to know." What about:

1. A sample copy of a service pattern drawn up as a blueprint for a certain area? (We have scores of these on area after area; but this one is fairly typical.)

2. A copy of the last compilation of our public library statistics?

3. A copy of the form we send out whereby we collect the data in 2 above?

4. The "Rating Sheets for the Evaluation of Public Libraries" through which we have been involved in a 7 year statewide community development program?

5. Some quantitative standards adopted for bookmobile service?

6. Some samples of material we have issued which attempt to show people how their particular libraries rate in relation to others?

7. A building program for a very small town surrounded for miles by a very rural area?

8. A sample contract whereby our people, through various separate political structure, band themselves into systems of libraries in order to secure better service?

To be sure, these above materials are all used not to determine images but to change the image that we know is there even without research.

What we would like to have -- as indeed what state library agency wouldn't -- is some studies to let us know the extent to which all of this work had changed the image. We assume when a discernible number 1) express amazement, 2) begin to use it and 3) signify a willingness to support it that the image has for them, at least, been changed. But, of course, we have no proof (or educated guesses) such as services like yours can establish. Because we feel such a need for this everywhere we are glad that work like yours is being done and regret that we have so little to contribute to it; or, if we do have anything, do not have perception enough to know it. If any of this is of any help at all, we are glad.

And how much we look forward to learning the findings of your study. I suppose there would be no way to abort geography to enable us to get a copy of the report "to be made available to all the libraries in the three states" of Maine, New Hampshire and Vermont."

(Mrs.) Lura G. Currier, Director
Mississippi Library Commission
October 18, 1967

2. Idaho State Library

"In response to your letter of October 3, we are enclosing a statistical summary of Idaho's public libraries, and also a report with some analysis of the changes in the past 10 years. The latter may be somewhat relevant to your study, as it shows the growth of the larger libraries and the relative stagnation of the smaller ones.

I am personally fascinated with the idea of your survey, and would be very interested in seeing your questionnaire. It would be fun to do a sampling in rural Idaho, and see if the attitudes are similar."

Helen M. Miller, State Librarian
Idaho State Library
October 16, 1967

3. Texas State Library

"We were interested to hear of your projected research involving "the image of the public library in the mind of the rural citizen". Field Services Division, Texas State Library works with the 350 public libraries in this state and is particularly concerned with the development of the library units in the rural areas. We do hope that we will be able to purchase a copy of your study when it is finished.

The image of public library service to the rural Texan would also be a worthy research project. We feel that this is perhaps the most difficult area in which to sell the worth of local support for public library service. Many of our citizens grew up during an era when public library service was not a part of their everyday life and to introduce the worth of public library support is a challenge to our field consultants.

Good luck in your efforts to define the place of public library service in the experience of the rural resident."

Marie Shultz, Director
Field Services Division
Texas State Library
October 10, 1967

4. State of Minnesota - Library Division

"Thank you for your introductory report on A STUDY OF THE ROLES AND FUNCTIONS OF PUBLIC LIBRARIES IN RURAL NORTHERN NEW ENGLAND TOWNS. We are intensely interested in the results of your Study and look forward to a great deal of excitement to seeing your report completed.

As a matter of curiosity, I have wondered about the question concerning the education of the librarians interviewed. I see no place on the form where there is any indication of this. Are you depending upon other sources than the interview to establish the education background of the librarians?

Under separate cover, I am sending you two copies of a RURAL MINNESOTA LIBRARY SYSTEM, which you might find useful in some way. The rural system at the time of the study covered three counties. As of 1967 this system has grown to where it is serving five whole counties with a rural population of 65,000 people, with the largest incorporated place having fewer than 2,500. There are now seven branch libraries and two bookmobiles in addition to the headquarters library.

Please keep us informed of your progress."

Hannis S. Smith
Director of Libraries
State of Minnesota
Library Division
March 20, 1968

5. State of Minnesota - Library Division

"Thank you for your letter of April 1.

Be that as it may, I have enjoyed reading the document very much. You might be interested in knowing why we did some of the things we did in the TAVES study. The basic motivation for doing the study was to try to find out how we might better reach the adults in the community. Although the library was quite young, it already had a terrific level of use by children and young people. My own observation is that all you have to do is put some books on the shelf and unlock the door and you will get the "kids" in droves.

In a point of fact, the juvenile use of ECRL had already reached the Minnesota average present capacity for use by the time the first year was up. As a result, total circulation was running about 60% juvenile in an area where less than 30% of the population fell in this age group.

This motivation was enhanced by the fact that it's departmental policy for the new public library systems not to give service to or at schools, since departmental policy requires the schools to have libraries. There are 13 large school districts in the territory, all of which had at least one library with a qualified librarian.

More than half had both elementary and secondary school libraries and three of the districts had elementary, junior high, and high school libraries. Therefore, the use by young people was cream on top of an existing pie.

We actually discourage combination school-public libraries since 30 years of experience in over 100 cases, from big city to village, indicate they do not work. We are now down to five in the whole state.

This will explain, I hope, why we were completely unconcerned about the use by children and young people. It did not need promotion.

The most recent figures are quite encouraging. Use by children and young people has continued to grow, and use by adults has substantially more than doubled; in fact, adult use now is approaching the Minnesota average.

The reason we paid little attention to ethnic or similar differences is that the area is remarkably uniform in composition. Educational attainment, ancentry, rate of college attendance, governmental structure, and many other things are all the same. There is a small Indian population on two small reservations, but they constitute less than two-tenths of one per cent of the total."

Hannis S. Smith
Director of Libraries
State of Minnesota
Library Division
April 10, 1968

6. Indiana State Library

"We have no studies of programs or services in rural or non-urban libraries at this time although we are just embarking on a very extensive and intensive study of citizen use and needs as they relate to libraries in Indiana. Dr. Peter Hiatt, Associate Professor, Graduate Library School, Education Building, Indiana University, Bloomington, Indiana, 47403, is director of this study.

A copy of your final report would be very much appreciated by all state libraries I am sure."

Marcelle K. Foote, Head
Extension Division
Indiana State Library
October 16, 1967

7. The California State Library

"I have read the six-month summary report you sent which describes the progress being made on the survey of rural New England public libraries, and we are adding it to our California State Library collections. The California State Library has been very much interested in this area of providing more effective library service in rural areas, and, therefore, we have found your survey report timely. Please do send any further reports you may issue."

(Mrs.) Carma R. Leigh
State Librarian
The California State Library
April 24, 1968

8. Public Library Service - Atlanta, Georgia

"We are enclosing a copy of our most recent Georgia Library Statistics covering the year 1965 for use in your survey. Publication of the statistics for 1966 has been delayed but we hope to have them within another month.

We are also sending reprints of two articles written in 1947. While the statistics included in these articles are completely outdated, the basic philosophy underlying the development of Georgia's multi-county or regional library system is shown in the articles.

I trust this information will be helpful in your project."

Lucile Nix, Chief
Public Library Unit
Public Library Service
Atlanta, Georgia
October 11, 1967

9. Idaho State Library

"As per our phone conversation of this afternoon, we wish to express our interest in your study of public libraries in rural areas. Although your present study is limited to nine very small towns in New England, we feel that many of the points you make in your "Six Month Summary Report" would also be valid in any town or city in Idaho.

We are at present planning on a Governor's Conference on libraries in Idaho, probably to be held this fall. It seems to me that the use of your survey questionnaires by any of the libraries wishing to participate would give us excellent background data for such a Governor's Conference.

We would therefore like to propose two things: 1) that Idaho be included as a Western State as you enter the next phase of your study and seek national data. 2) that an alternate procedure be drafted, for Idaho to use your survey questionnaires and to send them back to you for analysis and processing, in case Federal funds are not immediately available for you to send a research team into Idaho.

I was expecially impressed with your statement in the Report about using peers to do the interviews, and think that this would work well in Idaho. It would be a good project for library trustees, friends of the library, and groups like the AAUW and the League of Women Voters. We would not want to stop with towns of 5,000 and less (even though 70 of our 100 libraries fall within that calss) but would want to include some of the 7 libraries and systems serving 5,000 - 10,000 and the 10 libraries and systems serving more than 10,000.

Please let us know further details as soon as possible. Do you think that your research grant could be expanded to include the entire cost in Idaho, or would be need to assume some costs here? What staff would you plan to provide from outside, and what would need to be found within Idaho? What time-span do you envision?"

Helen M. Miller, State Librarian
Idaho State Library
March 18, 1968

10. The Commonwealth of Massachusetts
Bureau of Library Extension

"Thank you for sending to me a copy of the six month summary report on A Study of the Roles and Functions of Public Libraries in Rural Northern New England Towns. I read it with great interest and will look forward to receiving other parts of the report as they become available.

Having worked for over twenty years with the Massachusetts state library extension agency, it did not surprise me to see many of the conclusions developed from the research done thus far'. I was especially interested in the comments on public and school library relationships -- and the impact and effect of the expanding school library program on the struggling and inadequately financed local efforts at public library service.

Hope you will keep me on your mailing list. I am anxious to see all materials which come out of this study."

Mrs. George J. Galick, Director
The Commonwealth of Massachusetts
Bureau of Library Extension
March 12, 1968

11. Missouri State Library

"Thank you very much for sending to me a copy of the six-month's summary report of your study of the role and functions of public libraries in rural Northern New England towns.

As you might expect, I have occasion to read studies which have been made of various kinds of library projects. Although I do read these reports and find them of some value, I have through the years come to believe that these kinds of studies normally are pretty routine and not exactly interesting to read. I am not sure I can say anything to you about your study except that I found it to be one of the most interesting and best written library studies that I have encountered and seeing what you propose, I am genuinely looking forward to the day when your final report will be published. I have a hunch that if it is as good as what you have already done, it will be one of the most provocative, interesting, and useful studies ever undertaken in library matters. I do hope that you will send us, way out here in the Mid-west, a copy of any final studies that you do."

Charles O'Halloran
State Librarian
Missouri State Library
March 12, 1968

12. Pennsylvania State Library

"Thank you for telling us of your research project on "The Image of the Public Library in Rural Areas."

In response to your request for an annual statistical report, I am enclosing a single sheet summary along with a brochure describing the State Library's services and resources. Unfortunately, we are not able to supply a statistical report of the public libraries themselves, though if you would find it useful we could verifax copies of such statistical summaries for a sampling of rural counties should you wish it.

I am also enclosing a survey report "Progress and Problems of Pennsylvania Libraries" recently completed by Dr. Lowell A. Martin. This report discusses the problems of rural library service and makes some recommendations for improvement."

Ernest E. Doerschuk, Jr.
State Librarian
Pennsylvania State Library
November 2, 1967

13. The State of Wisconsin - Division for Library Services

"Enclosed is material describing Wisconsin's public libraries. Please note that it includes both urban and rural conditions. You will find the urban areas sufficiently distinguished, I am sure, to separate their statistics from those for the rural parts of Wisconsin.

I will appreciate your placing my name on the distribution list for the formalized results of your study."

W. Lyle Eberhart
Assistant Superintendent
The State of Wisconsin
Division for Library Services
October 10, 1967

14. The University of the State of New York

"I regret that I was unable to continue our phone conversation past five last evening but I know that Miss Boaz was able to give you a great deal of information. Under separate cover I am mailing a number of publications, which Miss Boaz and I believe may be helpful to you. In the System Evaluation may I suggest that you look at Chapters 5, 7, 11, and 13, which may be of particular help with your proposed study.

We would be very happy to meet with you after you have an opportunity to go over this material. Miss Boaz will be away from the office through September 18 and I will be absent the week of September 25. There is no reason why both of us have to be here to help you out.

If there are any questions which we may answer by mail ahead of your arrival, please feel free to let us know. I have been the Director of a public library system in northern New York and am very interested in the possibilities of your study."

R. Edwin Berry
Associate Library Supervisor
The University of the State of New York
Division of Library Development
August 24, 1967

THE RESEARCH INSTRUMENT

The User-Non-User Questionnaire, after several revisions, was field pretested in a small, rural New Hampshire town. The actual pretest was carried out in one day by four interviewers using a sample drawn from the library's file of book borrowers. The instrument proved to be basically workable with only a few revisions necessary. The front-piece was redesigned, some questions were reworded, others were added, and a great many were dropped entirely, as the instrument proved to be too long and cumbersome. However, the greatest change was in the design of a booklet to be filed out by the interviewee. This booklet was designed to eliminate most of the problems encountered by the interviewers during the pretest. In further testing, the new booklet did not hold up to the expectations and was combined with the questionnaire in the form of checkoff answer boxes that were filled out by the interviewer.

Following the pretest, the questionnaire was carefully discussed by the interviewers and notes were assembled. It is from these notes that most of the changes in the questionnaire came from. A great deal of time was put into the careful design of this questionnaire because non-professional research personnel would be administering it under field conditions that would not allow Educational Research and Services Corporation to be in close touch with these people, if they did develop any interviewing problems.

We believe that the questionnaire in its present form was a workable instrument; however, copies of the questionnaire were sent to each of the

State Librarians for their comments and suggestions. In addition, in the sample communities, copies of the questionnaire were shared with the librarian, her staff and board members, for their remarks. Educational Research and Services Corporation asked that all readers of the questionnaire record their comments and return them to the office. In addition to the librarians and staff people reviewing the questionnaire, a copy was sent to Dr. Pauline Winnock, Dr. Eugene Kennedy, and others in the Office of Education, for their comments.

The comments received from all these people were read and analyzed and modifications resulted.[1] The questionnaire proved to be successful, and we can report that no serious problems were reported to the Corporation by our field interviewers.

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[1] In all, the questionnaire represents the cumulative work of some forty-five people across the country.

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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS–1963

SELECTION OF INTERVIEWERS

The librarian in each town was asked to assemble a group of potential interviewers. These people (no more than ten in each town) were usually friends of the library and more often than not they were all personal friends of the librarian. Educational Research and Services Corporation staff members met with each group of potential interviewers and thoroughly explained the study and what their role as field interviewers would be. In each group there were one or two people who, once everything was explained to them, decided they could not be an active part of the research team; however, all of these people asked to be allowed to remain for the entire session. There was certainly no lack of interest on the part of the people asked to become interviewers but for some others, commitments prevented them from taking part.

Once the interviewers had decided to take part in the study, a questionnaire was given to them and they were taken question by question through the survey instrument. Each question was explained and possible replies were also given for each question. This was done by an Educational Research and Services Corporation staff member who had participated in the actual pre-test of the survey instrument. When the explanation of the survey instrument was complete, the interviewers were assigned their individual samples.

The interviewers were read first the complete list of Users and Non-Users to be interviewed in that community. They were asked to make note of the people appearing on the lists that they would like to interview. The interviewers were instructed to choose people that lived near them because most of these rural towns have very large land areas. There was a maximum travel allowance of five dollars per interviewer, so the interviewers were instructed to stay as close to home as possible. There was another reason for this also -- we anticipated call backs and these call backs were much more liable to be made if the intended interview site was not very far from the interviewer's home.

The actual interview assignments were decided on jointly by all the interviewers and by Educational Research and Services Corporation staff that night. There was usually trading and swapping due to personality conflict and prior commitments; however, before the end of the session all the interviews were assigned, a master list was compiled, separate interviewer's lists were compiled, and the survey instruments were distributed.

The librarian was appointed the co-ordinating person in each town and completed interviews were deposited with her in the library. Correspondence was maintained by Educational Research and Services Corporation with the interviewers and follow-up trips to the communities solved any problems that might have come up during the course of the interviewing. Payment was made directly through Educational Research and Services Corporation upon completion of the assigned interviews or termination of the corporation-interviewer's agreement.

A comprehensive file was maintained on each interviewer at the Corporation office in Bedford, New Hampshire. The survey schedule numbers assigned to the interviewer were recorded and the status of each questionnaire was followed through in various stages: unaccounted, complete, call back necessary, received, and paid.

THE SAMPLING FRAME

Since the universe had clear cut legal boundaries, there was no problem deciding whether or not a particular person belonged in the sampling frame; rather, the difficulty was to locate all those which should be included and to determine the total membership of each group.

The files of most of the small rural libraries involved in the study were for the most part, not accurate. In most cases, the files contained a number of people who were deceased or had moved from the town. There seems to be no time in the librarian's schedule to up-date the files of cardholders. In many instances, a staff member had many hours with the librarian up-dating the files so that a complete list could be achieved. This was extremely time consuming; however, it was necessary to maintain the integrity of the sample.

Similar problems confronted the research teams when they examined the voting records (town meeting lists) of the sample towns. In many cases, it was not close enough to election time to have up-dated voter checkoff lists, so the list had to be scrutinized by the staff. The list was compared with the vital statistics lists for deaths and personnel in the various town offices adjusted them for migration whenever possible.

In any case, the two lists were made as accurate as possible and then the selection of the sample was made from them. The selection was done by using a random number system. The following section was used by Educational Research and Services Corporation staff in the field to chose the sample:

Methods for Choosing a Sample in the Field

1. Obtain a list of library users from the librarian and a list of registered voters (which the librarian should have for you), and go over these lists from the librarian for geographical content. In other words, make sure everyone on the list is living within the geographical confines of this study. Obtain from the librarian or the town clerk a list of registered voters for the community. Check this list also with the librarian for any recent deaths or migration from the community. When the list has been checked, procede to number the list consecutively making sure that every name in included and has a number. When the lists are numbered, be sure to notice the last number used, and note if it stays within the confines of a three-digit number, that is, below 999, and then a three-column random drawing will be used. If the list numbers 1,000 or more then a 4-column random drawing will be used.

With the completion of Step 1 we should have two consecutively numbered lists of both the library-users and non-users; that is, the library list and the voter list.

2. Step 2 is the preparation for the drawing of the random numbers to be applied to your two group lists that you have prepared in Step #1. To begin Step 2, examine the new list compiled in Step #1, beginning with the library user. If this list is with a 3-digit number then mark off the first 3 digits appearing in the random numbered table #1. If we are doing, for instance,

Stony Creek, which receives the town code #2, then under major column 2, your first 3 numbers are 3 - 6 - 9, that is, the first two in the minor column under major column 2, plus the first digit being 9 in the second minor column. To use these tables most easily, I suggest either two blank pieces of paper or two rulers making the new margins on either side of your column, that is, using this column for the particular town we are talking about, Stony Creek. A ruler would be placed next to the column reading 3 - 4 - 5 - 9 - 3 and so on down the page, and the second ruler or straight edge would be placed covering the numbers in the column reading 6 - 1 - 0 - 6 - 4, thus exposing only the 3-digit numbers that you are working with. This can be repeated when you finish this column and go to your next set; therefore, in step #2, you have determined the size of your number whether it be a 4-digit or 3-digit number, you have determined the starting column for the selection, and you have isolated these columns. This brings you to Step #3.

3. Step #3 is the actual selection of the random numbers. Before beginning the selection, record the highest number on the list, whether it be 336, 550, 1,240, or whatever. This will be the highest random number that you will pick from the columns. Anything higher would not be applicable to the list and therefore nonessential. With the highest number in mind, you then go down to the end of the column and begin to record all the numbers that fall below your highest number on the list. For example, if your number on the library-user list for the town of Stony Creek was 590, then the first number

picked from column 2, the first 3-digit columns would be 3 - 6 - 9. Your second number picked would be 4 - 2 - 8 and your third number picked would be 5 - 6 - 5. These numbers should be recorded on a separate piece of paper and thus become your random sample numbers. You will notice that the next number appearing is 9 - 6 - 9. This number will not be transferred from the table to your list because it is above the number indicated before you start to draw your numbers. In other words, it is larger than your sample. The fourth number you record will be 3 - 8 - 5. You would continue this process until you have compiled approximately 60 numbers, thus allowing you 10 extras for rejects once you get into the actual sample distribution with your interviewers. Once you have compiled approximately 60 numbers your random sample drawing for the library-users has been completed. You now will have to draw a sample for your library non-user group. Begin where you left off from drawing your library user numbers. Now in the case where the library non-user sample list numbers over 1,000, and in most cases it probably will, you will expand your 3-digit selection to a 4-digit selection using the same procedure; therefore, let me give you an example. Say that you had completed your drawing of library-users and the next number is 3 - 6 - 9 - 6. Now, for example, this happens to be the first four digits in the table assigned to Stony Creek. If you had been drawing your library-user sample, then your number would be 3 - 6 - 9. However, presupposing that your library non-user list ran over 1,000, the number would then become 3 - 6 - 9 - 6 provided that you were below that number. In other words, if your total list was 3,697, you would continue this procedure until you had drawn another 60 numbers recording the second set of 60 numbers on a separate piece of paper. Now, once your two sets of random numbers have been drawn, you are ready to go on to Step #4.

4. Step #4 consists of the matching of the random numbers you have drawn with the numbers assigned consecutively to each one of the list. For this step, you will need to have a list consecutively numbered of library-users and the random numbers drawn from the table assigned to the particular town. This procedure is relatively easy. Your first number drawn is 3 - 6 - 9; therefore, look on the list of library-users for number 3 - 6 - 9. You would then record the name appearing by this number as #1 on the form provided for listing the sample. This procedure would be repeated again for number 4 - 2 - 8 and thereon until the entire list is taken from the master list of library-users. The same procedure would be used for drawing the sample of library non-users from the consecutively numbered list of registered voters. Upon completion of this process, you should have two lists of 50 names from each of the two master lists, plus extras if you need them. If for any reason you have not drawn enough numbers to cover repeats between the lists or for any other reason for not using the names drawn, the process is repeated.

CODING PROCEDURES[1]

Through our research experience in rural, New England communities, we have received requests from several states to replicate the survey and to use the questionnaire for a similar study.[2]

We hope that any expanded research survey would cover regional areas outside New England.

An expanded research effort would require a revision of the survey instruments to include additional items and changes based on our present experience. These revisions would be, primarily, technical in order to facilitate ease of administering the questionnaire by the individuals selected to do this survey. As in the present survey, "friends of the library" will be selected to conduct the interviews of Users and Non-Users in the selected communities.

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[1] Coding procedures for the survey research instrument of Library Registrants and Non-Registrants for the Office of Education-Bureau of Research, Contract #OEC-1-7-071207-5063, Study of the Roles and Functions of Rural Libraries in Northern New England Communities by Educational Research and Services Corporation, 170 South River Road, Bedford, New Hampshire.

[2] The study staff received a communication recently from Idaho which expressed particular enthusiasm "about using peers to do the interviews, and think that this would work well in Idaho. It would be a good project for library trustees, friends of the library, and groups like the AAUW and the League of Women Voters. We would not want to stop with towns of 5,000 and less (even though 70 of our 100 libraries fall within that class) but would want to include some of the 7 libraries and systems serving 5,000 - 10,000 and the 10 libraries and systems serving more than 10,000."

open-end questions was transferred to the large tabulation sheets for trend and repetition analysis.

Specific Code Assignments

The cover sheet of questionnaires contained a code number to identify the town and the people interviewed. A hundred questionnaires were assigned to each town for the fifty users and fifty non-user interviews. This coding used the first form columns of the optical scanning form.

Towns Sampled	Code Numbers Used
Valley Town	1001-1100
Stony Creek	2101-2200
Hill Side	3201-3300
Intervale	4401-4460
Five Corners	5401-5600
Factoryville	6601-6700
Farm Town	7701-7800
Easton	8800-8899
Three Rivers	9900-9060

The first page, top, of the questionnaire was coded as follows:

1-A	Sex
0	No response or not ascertained[1]
1	Male
2	Female
1-B	Age

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[1] This was usually the fault of the interviewer to record in most cases, and determination was made from the name or other responser as to the sex.

General Procedures

The survey questionnaire used in the New England Study has been revised for use in other rural areas of the Far West, etc. Therefore, the coding of the instrument was necessary to correspond with the revisions of the questionnaire.

All possible responses on the questionnaire were put on optical scanning forms (DS 2970) to record the replies in numerical coding. Since cards were punched directly from the optical scanning form, there was no room to code for Alpha and Numeric responses.[1]

Only the two questions which pertain to occupational status seemed to require more than nine responses. It was, therefore, necessary to reduce the number of categories for occupations to those listed. A separate category for farm laborers was not given and clerical and sales were combined in order to add the category of housewife.

The rationale for this was that many of those interviewed were housewives with no other occupation. This would also give some significance in the tabulation and final results and conclusions as to the housewive's role in the community and in the library.

The code of 0 was used throughout for "no responses". The fifteen open-end questions were not coded by type of response. The data collected on the

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1. Oppenheim, A.N. - Questionnaire Design and Attitude Measurement. Chapter 9-pps. 223-260. Oppenheim uses the Alpha character V for No answer, Not ascertained, Don't know replies, and X for miscellaneous, therefore, using C-9 for definite responses.

Two columns were allowed on the optical scanning form for age, so age was left to tabulate in this manner. Later, after data is compiled, a frequency distribution of age groups will be made. The few interviewee's who did not give their age or the age could not be determined from interviewer's comments, the code 00 was used. However, the number of "no responses" was minimal.

1-C	Marital Status
0	No response
1	Married
2.	Single
3	Widow(er)
4	Divorced
5	Separated

1-D Size of your immediate family living in this house?

Two columns were allowed in order to include the families who would have more than 9 living in their house.

1-E	What is your relation to the head of the house?
0	No response
1	Head of household
2	Wife
3	Son
4	Daughter
5	Mother or mother-in-law
6	Father or father-in-law
7	Other relative
8	No relation

How many of your children are: ?

1-F Pre-school 1-G In school 1-H Finished school

One column was allowed for numeric value

0	None
1	One
2	Two, etc.

2. Is the head of the household currently employed?

0	No response
1	Yes
2	No

The No answer included those retired as well as disabled or temporarily unemployed.

3. What kind of work do you do?

0	No response
1	Professional, technical
2	Managers, officials, proprietors
3	Clerical-sales
4	Craftsmen, foremen and kindred workers
5	Farmers and farm managers
6	Operatives and kindred workers
7	Service workers
8	Laborers
9	Housewife

This scale of Occupational Prestige of these major occupation groups was used to determine the SES for the survey. A complete breakdown for the actual determination is found in Oppenheim.[1]

Some of the job titles given by interviewers were vague but a reasonable determination was ascertained before assigning a code, based on income and education where a question was answered so vaguely. Most of these were assigned some coding of 1-9. Where it was impossible to ascertain a correct or reasonable answer a "no response" code of "0" was assigned.

A more specific determination could have been made by allowing two columns on the scanning form - then the coding could have further determined the (1) Professional-Technical into those self-employed, salaried. Also, for (2) as well as a separation of Clerical and Sales and a separate category for farm laborers.

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[1] Op. cit.

4. What kind of work does your husband do?

0	No response, or not ascertained
1	Professional, Technical
2	Managers, Officials, Proprietors
3	Clerical-Sales
4	Craftsmen, Foremen and Kindred workers
5	Farmers and Farm Managers
6	Operatives and kindred workers
7	Service Workers
8	Laborers
9	Retired

This response was used if the respondent was a married female being interviewed. It was not ascertained if some valuable data was excluded by not having information regarding the wife's occupational status if the head of the household (husband) was being interviewed. There was no way to determine this from the questionnaire. Also, some confusion existed on the part of the interviewer and the respondents when the husband and wife were apparently both present at the time of the interview. The responses, in this case, varied with the interviewer and it was often difficult to determine who was actually being interviewed.

5. What is your family's principle source of income?

0	No response or don't know
1	Inherited Wealth
2	Earned Wealth (savings, investments)
3	Profits and fees
4	Salary
5	Wages
6	Social Security and/or Pensions
7	Unemployment Insurance, State Aid, Public Assistance
8	Farming or agriculture interests

Multiple responses were given occasionally where the interviewer did not stress the word "principle source." The determination of these were made by referring back to the questions #2, #3, and #4. This may not be as accurate as desired, however, if both husband and wife worked. The principle source was determined according to the occupational coding as near as possible. Where no figures could be determined such as inherited wealth and earned wealth, the determination was based on occupation in relationship to other responses given for principle source.

6. Adding up the income from all sources total family income in 1967:

0	No response, don't know
1	Under $2,000.
2	$2,000. - $2,999.
3	$3,000. - $3,999.
4	$4,000. - $4,999.
5	$5,000. - $5,999.
6	$6,000. - $6,999.
7	$7,000. - $ or more

This question was answered rather straightforwardly in most coses. Some indication of interviewer comments seemed to indicate a need for a coding of $8,000. - $8,999. and a $9,000. or more response. There was some reluctance on the part of interviewee to answer this question in some instances. A don't know reply was given and a note by interviewer was occasionally made as to what they judged to be income.

7. How many years have you lived in this town?

Coding was used from 00 to 99. Half years were assigned next highest number to avoid recording 1/2 years.

8. Were you brought up mostly on a farm, in open country but not on a farm, in a village, in a small town, in a small city or in a large city or its suburbs?

0	No response or don't know
1	Farm
2	Open Country
3	Village (2,500 people or less)
4	Small town (2,500 - 10,000)
5	Small city (10,000 - 100,000)
6	Large city or its suburbs (100,000+)

This question occasionally gave multiple responses from some people. No explanation of these multiple responses were given by interviewer and it was difficult to determine whether both husband and wife were present during the interview or if the person being interviewed actually could not determine which response applied to him due to his mobility.

Page 3 - Questions concerning reading habits.

9-A Do you read a newspaper regularly?

0	No response
1	Yes
2	No

9-B About how many hours a week do you read, other than newspapers?

Two columns were assigned to this question.

00	Was used for none or no response
01-99	Was used for number of hours of reading done

10. About how many books do you think are in this house?

0	No response
1	None or very few (0 - 9)
2	A few (10 - 24)
3	One bookcase full (25 - 99)
4	Two bookcases full (100 - 249)
5	Three or more bookcases (250 or more)

11. Do you have an encyclopedia or dictionary in this house?

0	No response
1	Encyclopedia
2	Dictionary
3	Neither
4	Both

12. About how many books have you read in the past year?

Two columns were used in coding this question to record the actual number responded. The coding of 00 was used for no response and none.

01 - 98 was used to record number of books read 1 - 98
99 or more than 99 books read received the code 99

13. About how long ago were you last reading a book? (other than the Bible)

0	No response
1	This week
2	Last week
3	A month ago
4	Within the last 6 months
5	Over a year ago

13-A. Can you name some books you have recently read?

This question was not always answered fully. There seems to be sufficient replies to make some kind of analysis of readers' preferences. Titles were given frequently and a list could be compiled which may supply some pertinent data for the survey.

14-A. Do you find reading difficult?

0	No response
1	Yes
2	No

Some questionnaires gave a reason if the answer was Yes such as poor vision, lack of ability or don't read.

14-B. Altogether, would you describe yourself as a heavy reader, a moderate reader, a light reader, or a non-reader?

0	No response
1	Heavy Reader
2	Moderate
3	Light
4	Non-Reader
5	Don't Know

15. About how many organizations would you say you belong to? (Church groups, Fraternal Orders, Clubs, Neighborhood Groups)

Appropriate number entered as 0 - 9
None were over 9

15-A. In general, would you say you are very active in these organizations, fairly active, or inactive?

0	No response
1	Very Active
2	Fairly Active
3	Inactive

16. How do you get your books? Do you usually: Buy your books from a Book Club, borrow them from a friend, get them as gifts, or get them another way?

0	No response
1	Buy
2	Book Club
3	Library
4	Friend
5	Gift
6	Other
7	Library and/or more of others
8	Two or more except library

Coding these responses 1 - 6 if only one was checked. However, where some responded with multiple answers, I added Coding of 7 and 8. I thought the significance would be whether the library was used either with or without others.

17. About how much formal education have you had?

0	No response
1	Less than third grade
2	Finished 3rd but didn't finish 8th
3	Finished 8th but didn't start highschool
4	Started highschool but didn't finish
5	Finished highschool but didn't go to college
6	Started college but never obtained degree
7	Obtained college degree and did graduate work
8	Don't know

18. About how much formal education has your spouse had?

0	No response
1	Less than third grade
2	Finished 3rd but didn't finish 8th
3	Finished 8th but didn't start highschool
4	Started highschool but didn't finish
5	Finished highschool but didn't go to college
6	Started college but never obtained degree

Some of the respondents questioned #7 response, saying they had college degree but did not do graduate work. Revised questionnaire will separate this to:

7	Obtained College degree
8	Did graduate work beyond BA or BS degree
9	Don't know

19. Do you use the town library?

0	No response
1	Yes
2	No

19-A. How often would you say you visit the town library?

0	No response
1	Not at all
2	Yearly
3	Twice a month or less
4	Weekly
5	More than once a week

If number 19 was answered Yes, it would follow that responses 2 - 5 on 19-A would be answered. If a No answer were given in question 19, then response 1 on 19-A would be answered. It would follow then that questions 20 - 30-B would not apply to these people.

20. What kind of book do you usually look for on your visits to the town library?

0	No response
1	Reference - encyclopedias, technical books
2	Fiction - novels, humor, drama
3	Non-Fiction - biographies, history
4	Magazines
5	Information - Non-book material

21 - 30 and 30-B

0	No response
1	Yes
2	No

21. Is the library in the right location for you?

Explanation: This question, if answered Yes, indicated in some responses that it was close to their home or within walking distance. If a No response was given, the distance was usually too great or as some indicated, it was located in an area of heavy traffic, where it seemed dangerous for their children using it.

23. Are library hours convenient for you?
(a) If not, how would you change them?

Explanation: These replies were scattered. Those who responded indicated more evening hours or Saturday hours.

27. Do you regularly use any other libraries other than the town library?

If Yes, list these. These libraries listed were either school or college libraries and a few responses listed libraries in other towns.

30-A.

Referred to question 30 and only scattered replies were given on Yes answers to 30.

31. When you read, do you most often read newspapers, magazines, or books?

0	No response
1	Newspapers
2	Magazines
3	Books
4	All equally
5	Never read
6*	Newspapers and Magazines
7*	Newspapers and Books
8*	Magazines and Books

*Due to multiple responses, I found it necessary to establish Codes 6, 7, and 8.

32. How often do you read or glance through magazines?

0	No response
1	Almost every day
2	Every other day
3	Once or twice a week
4	Less than that
5	Never
6	Don't know

32-A. Are there any particular magazines that you read regularly at home?

0	No response
1	Yes
2	No
3	Don't know

32-B. If Yes, which ones? (Any others?)

Many responses were given to this. If 32-A was answered Yes, titles could be listed and possibly grouped into types of magazines. I think this would indicate reader's preferences in magazines.

32-C. Are there any particular magazines that you read regularly at this library?

0	No response
1	Yes
2	No
3	Don't know

32-D. If Yes, which ones?

This list would be valuable in determining which magazines were being used in the library.

33. Has a librarian ever helped you to solve a problem or answer a question? If Yes, explain how:

0	No response
1	Yes
2	No

Very few explanations were given. Those given were usually help in locating a book or author or reference material in library.

34. Approximately how many books would you say you have withdrawn from the library in the past year?

00	Indicated none or no response
01-98	Indicated the number of books withdrawn
99	Indicated 99 or more books withdrawn. This question seemed to be consistant in responses to question #12 -- especially where large numbers of books were given

The statements 35 to 40 were asked to agree or disagree were coded as follows:

0	No response
1	Agree
2	Disagree
3	Don't know

These questions should project the views of both Users and Non-Users toward the library as part of their community.

These next 6 questions should be answered by Users and Non-Users who have children of pre-school or school age. They were omitted by interviewees who did not have children.

41. Do your children use the town library?

0	No response
1	Yes
2	No

41-A. If Yes, how often?

0	No response
1	More than once a week
2	Once a week
3	Once every two weeks
4	Once a month
5	Once every two months
6	Once a year

42. Do you encourage your children to use the library? If Yes, how?

0	No response
1	Yes
2	No

Space was allowed to answer the How for Yes replies. These replies were frequently "bring children to library", etc.

43. Do your children use the library for their homework assignments?

0 No response
1 Yes
2 No

44. Does the librarian help your children with their homework?

0 No response
1 Yes
2 No

45. Do you think there should be a town vote to enlarge the library or expand the library services?

0 No response
1 Yes
2 No

A frequent statement made by interviewee was that response of Yes was followed by "if the taxes aren't increased". Concern of increased taxes seem to indicate that people don't wish improvements if it is going to cost them.

46. In recent years, has there ever been any kind of controversy over the library that you know about? If Yes, what was it all about?

0 No response
1 Yes
2 No

A Yes answer to this question did not always bring a reply to the "What". The replies that were given have been sorted and analyzed to determine the nature of the controversies.

47. Can you think of any reasons why you don't like to use the library? If Yes, what are the reasons?

0 No response
1 Yes
2 No

This question was aimed at the Non-Users. Most Yes replies stated reasons of hours not convenient, lack of books that interested them, eyesight failing, no time to read.

48. What do you think are the problems of the town library today?

Open ended responses

49. Do you have any suggestions for the improvement of the town library?

0 No response
1 Yes
2 No
3 Don't know

Replies were scattered on Yes answers. The data has been sorted and a tabulation of results is given.

50. What is your main reason for reading?

0 No response
1 For personal enjoyment
2 To become better informed about something for self-improvement
3 To solve a specific problem - research
4 Other
5 One and two of above
6 One and three of above
7 Two and three of above
8 One, two and three

51. Is there any reason(s) for not using the public library more?

0 No response
1 Yes
2 No

52. Is there any reason(s) why you might not ask the librarian for help? If Yes, explain in detail.

0	No response
1	Yes
2	No

Reason given after a Yes reply will be analyzed and results will be included in final report.

The next two items were checked by interviewer after the interview was completed.

53. Check one of these and show location of the dwelling unit.

(See survey questionnaire)

54. Check one of these to show the house type.

(See questionnaire)

Coding was same numeric value as appeared on questionnaire for these questions. 0 was used where this information was not completed by interviewer.

The final page of the questionnaire was used for any additional comments by the interviewer regarding any questions on the questionnaire.

The information of a few of these pages seem to be of some value in analyzing the data from the open end questions. As the information is collected from the open end questions on cards, the comments will also be recorded.

INDEPENDENT VARIABLES

In the field situation, where the opportunity to manipulate variables is largely lacking, the independent/dependent relationship was derived by the examination of theoretical and actual designs of the study outline. The independent variable (age, sex, marital status, occupation, education, residence, income, reading ability, and Socio-Economic-Status) held very closely to the original study design in their resultant influences.

Theory involves conjectures about relations among variables for a given set of circumstances. These circumstances are in effect individuals. The above variables have been observed during this study with reference to individuals who do and do not use their library. However, one limitation of a survey such as this, in comparison with a controlled experiment, is the fact that it makes particularly difficult the establishment of casual relationships. Nevertheless, we have tried to go beyond the level of description typical of social surveys, and we have reasoned that library use or lack of use, is related to several independent variables such as education, occupation, Socio-Economic-Status, etc. We have assembled our data in such a way as to determine whether this could be true.

Age

To determine the age of the respondents, they were asked in Question #1B to state their age. For analysis purpose, the age categories were constructed and they are as follows: Young - under 30 years of age; Middle - ages 31 - 64 inclusive; Old - 65 years of age and beyond.

Education

The bulk of the analysis of education levels was done with two major categories - High Education and Low Education. Low Education was considered to be completion of high school or less, while High Education was the completion of or attendance of any post-secondary school or program.

Occupation

Specific occupations were recorded for each respondent and/or head of each household. Later, the occupations were judged to be either white collar or blue collar type occupations. Most of the analysis carried through with these two groups, i.e., White and Blue Collar Workers.

Reading Difficulty

In the area of reading difficulty, the respondents were asked if they found reading difficult. This is, therefore, a self-determination. Although the results of this inquiry would most likely be much more objective if some sort of standardized test had been administered, the problems raised by this approach were insurmountable. However, it was thought that the respondents would not be extremely hesitant in answering this question, and in fact, they were not. The major drawback to their method, however, was that we were not able to discern between a difficulty generated by a physical problem, i.e., eyesight, and an educational problem, nor were we able to judge the degree of difficulty. However, reading proficiency was generally measured by the amount of books and like materials during the previous year.

Determination of Socio-Economic-Status

The demographic portion of the Survey Instrument (Questions 1, 3, 4, 5, 6, 17, 18, and 53) makes use of a system similar to a modified Warner scale for measuring Socio-Economic Status. The seven point grading system used with the weighted scale developed by Warner[1] has been modified by eliminating the category "Area of Dwelling" and inserting "Amount of Formal Education". The "Area of Dwelling" was eliminated as it does not have any special relevance to status in the rural areas. It is of much more importance in the urban areas where status may be partially measured using a system developed by Park or Burgess.[2] In the rural setting the impact of living breaks down into isolated cases, for example, in the study done by Vseem, Tanyent, & Vseem in 1942[3], however, for the most part, the actual living area is not important for determining a reliable Socio-Economic-Status, Bulcher[4]; Sewell[5]. The condition of the house has much more importance placed upon it than its actual location. Therefore, by eliminating the area of the house and inserting the amount of formal education we are able to utilize Warner's weighted scale, and we are also able to determine a more accurate scale for measuring Socio-Economic Status in rural areas.

---

1. Warner, W. Lloyd, Social Class in America; Harper Torchbook New York 1960
2. Park & Burgess, Growth of the City; Glenco Press, Chicago, 1925
3. Vseem, Tanyent, Vseem, Stratification in a Prairie Town, American Sociological Review Vo. VII No. 3, June 1942, Pg. 341
4. Bulcher, John C., Evaluation & Restandardization of Sewall's Socio-Economic Scale, Rural Sociology, Vol. 16, 1951, Pgs. 246-255
5. Sewall, William H., The Construction & Standardization of a Scale for Measurement of the Socio-Economic Status of Oklahoma Farm Families; Oklahoma AESTB 9 (Stillwater 1940)

There were four major components used to assemble the scale used to determine Socio-Economic-Status. They were: education, income, residence, and occupation.

The education level was determined by using either question #17 or #18 depending on which was applicable.

Income was fixed by using questions #5 and #6 showing the principle source of income and the total income for the household.

The residence factor was determined by the response to question #54.

Occupation was determined by using question #4, showing the type of occupation of the husband. If there was no husband, question #3 was substituted to show the occupation of the respondent.

The minimum score possible on the scale was five, and the maximum score was thirty-six. A low Socio-Economic-Status score was judged to be 5 - 20 inclusive, and 184 respondents were placed in the Low Status level. The middle Socio-Economic-Status scale range was 21 - 25 inclusive, and 295 respondents scored in this range. The high Socio-Economic-Status scale ranged from 26 - 36 inclusive, and 236 respondents scored in this range.

EDUCATIONAL RESEARCH & SERVICES CORP.
170 SOUTH RIVER ROAD
BEDFORD, NEW HAMPSHIRE 03102

Schedule #________

Library Questionnaire

A Study of Libraries in Rural Towns: Maine, Vermont & New Hampshire

Notice: Your report for this interview is confidential. It may be seen only by employees of Educational Research & Services, Corp. and may be used only for statistical purposes. For the purposes of the study, the interview will remain anonymous.

Name: ________________________________ Telephone: ________

Address: ____

Hello, I am ____________________ and I am part of a group making a study which deals mostly with public libraries and the people that use them. I am working closely with the librarian of our town library and we would greatly appreciate your co-operation. I would like to ask you some questions about the library. This will take only a few minutes. I think you may find this interesting.

Length of Interview:

Minutes ________

Date of Interview:

____

RECORD OF CALLS

	Date	Time	Comments-Results
1.			
2.			
3.			
4.			

1. Now, may we begin with a few simple questions:

a) Sex	b) Age on last birthday	c) 1 Married 2 Single 3 Widow (er) 4 Divorced 5 Separated	d) Size of your immediate family living in this house	e) What is your relation to the head of the house	Circle, code or mark appropriately the response
M F	Years	Number	Number		Specify: (e.g., wife) Relationship
(5)	(6 & 7)	(8)	(9 & 10)	(11)	

How many of your children are:

f) Pre-school age	g) In school	h) Finished school
Number	Number	Number
(12)	(13)	(14)

2. IS THE HEAD OF THE HOUSEHOLD CURRENTLY EMPLOYED? Last full-time occupation	2. Circle or Enter Correct Answer Y N O 1 If no, obtain last fulltime occupation (15)
3. WHAT KIND OF WORK DO YOU DO? Be specific: e.g. , electrician, lawyer, pharmacist. List only main occupation.	3. Be exact- if retired obtain title of last occupation and note with an "R" (16)

If the respondent is a married female:

4. WHAT KIND OF WORK DOES YOUR HUSBAND DO? Be specific: e.g., electrician, lawyer, pharmacist. List only main occupation.	4. Be exact (17)

5. WHAT IS YOUR FAMILY'S PRINCIPLE SOURCE OF INCOME? (Read this list to respondent) 1. Inherited Wealth 2. Earned Wealth (savings, investments) 3. Profits & Fees 4. Salary 5. Wages 6. Social Security 7. Unemployment Insurance, State Aid, Public Assistance 8. Don't Know	5. Enter Appropriate Number Number (18)
6. ADDING UP THE INCOME FROM ALL SOURCES, TOTAL FAMILY INCOME IN 1967: 1. Under $2,000 2. $2,000 - $2,999 3. $3,000 - $3,999 4. $4,000 - $4,999 5. $5,000 - $5,999 6. $6,000 - $6,999 7. $7,000 - or more 8. Don't Know	6. Enter Appropriate Number Number (19)
7. HOW MANY YEARS HAVE YOU LIVED IN THIS TOWN?	7. Enter Years (20 - 21)
8. WERE YOU BROUGHT UP MOSTLY ON A FARM, IN OPEN COUNTRY BUT NOT ON A FARM, IN A VILLAGE, IN A SMALL TOWN, IN A SMALL CITY OR IN A LARGE CITY OR ITS SUBURBS? 1. Farm 2. Open Country 3. Village (2,500 people or less) 4. Small Town (2,500 to 10,000) 5. Small City (10,000 to 100,000) 6. Large City or its Suburbs (100,000 or more)	8. Enter Appropriate Number Number (22)
Now I would like to ask you some questions about your reading habits.	
9a. DO YOU READ A NEWSPAPER REGULARLY?	9a. Circle Answer Y N 0 1 (23)

9b. ABOUT HOW MANY HOURS A WEEK DO YOU READ, OTHER THAN NEWSPAPERS?

9b.

____
Hours

(24 & 25

---

10. ABOUT HOW MANY BOOKS DO YOU THINK ARE IN THIS HOUSE?

1. None or Very Few (0-9)
2. A Few (10-24)
3. One Bookcase Full (25-99)
4. Two Bookcases Full (100-249)
5. Three or more Bookcases Full (250 or more)
6. Don't Know

10. Enter
Appropri
Number

____
Number
(26)

---

11. DO YOU HAVE AN ENCYCLOPEDIA OR DICTIONARY IN THIS HOUSE?

11. Chec
Appropri
Number

0 ____ encyclope
1 ____ Dictionar
2 ____ Neither
3 ____ Both
(27)

---

12. ABOUT HOW MANY BOOKS HAVE YOU READ IN THE PAST YEAR?

12. Enter
the Num

____
Numbe
(28 & 29

---

13. ABOUT HOW LONG AGO WERE YOU LAST READING A BOOK? (Other than the Bible)

13a CAN YOU NAME SOME BOOKS YOU HAVE RECENTLY READ?

1. ____

2. ____

3. ____

13a. Chec
Appropriat
Answer

0 ____ this week
1 ____ last week
2 ____ a month ago
3 ____ within last 6
4 ____ over a year a

(30)

14a.	DO YOU FIND READING DIFFICULT?	14a. Circle Appropriate Answer Y N 0 1 (31)
14b.	ALTOGETHER, WOULD YOU DESCRIBE YOURSELF AS A HEAVY READER, A MODERATE READER, A LIGHT READER, OR A NON-READER?	14b. Check Appropriate Answer 0 ____ Heavy Reader 1 ____ Moderate 2 ____ Light 3 ____ Non-Reader 4 ____ Don't Know (32)
15.	ABOUT HOW MANY ORGANIZATIONS WOULD YOU SAY YOU BELONG TO? (Church groups, Fraternal Orders, Clubs, Neighborhood groups)	15. Enter Appropriate Number ____ Number (33)
15a.	IN GENERAL, WOULD YOU SAY YOU ARE VERY ACTIVE IN THESE ORGANIZATIONS, FAIRLY ACTIVE, OR INACTIVE?	15a. Check Appropriate Answer 0 ____ Very Active 1 ____ Fairly Active 2 ____ Inactive (34)

16. HOW DO YOU GET YOUR BOOKS? DO YOU USUALLY: BUY YOUR BOOKS, FROM A BOOK CLUB, BORROW THEM FROM A FRIEND, GET THEM AS GIFTS, OR GET THEM ANOTHER WAY?

16. Check on
Appropriate
Answer

0 ____ Buy
1 ____ Book Club
2 ____ Library
3 ____ Friend
4 ____ Gift
5 ____ Other
(specify)

(35)

---

17. ABOUT HOW MUCH FORMAL EDUCATION HAVE YOU HAD?

1. Less than third grade
2. Finished third grade but didn't finish 8th grade
3. Finished 8th grade but didn't start high school
4. Started high school but didn't finish it
5. Finished high school but didn't go to college
6. Started college but never obtained a degree
7. Obtained a college degree and did some graduate work
8. Don't Know

17. Enter
Appropriate
Number

____
Number

(36)

If Respondent is a Married Female

18. ABOUT HOW MUCH FORMAL EDUCATION HAS YOUR SPOUSE HAD?

1. Less than third grade
2. Finished third grade but didn't finish 8th grade
3. Finished 8th grade but didn't start high school
4. Started high school but didn't finish it
5. Finished high school but didn't go to college
6. Started college but never obtained a degree
7. Obtained a college degree and did some graduate work
8. Don't Know

18. Enter
Appropriate
Number

____
Number

(37)

Now I am Going to Ask you Some Questions About Your Town Library.

---

19. DO YOU USE THE TOWN LIBRARY?

19. Circle
Appropriate
Answer

Y	N
0	1

19a. HOW OFTEN WOULD YOU SAY YOU VISIT THE TOWN LIBRARY?

1. Not at all
2. Yearly
3. Twice a month or less
4. Weekly
5. More than once a week
6. Don't Know - No Response

19a. Enter Appropriate Answer

______

(39)

---

20. WHAT KIND OF BOOK DO YOU USUALLY LOOK FOR ON YOUR VISITS TO THE TOWN LIBRARY?

1. Reference - encyclopedias, technical books
2. Fiction - novels, humor, drama
3. Non-Fiction - biographies, history
4. Magazines
5. Information - non-book material

20. Enter Appropriate Answer

______
Number

(40)

---

21. IS THE LIBRARY IN THE RIGHT LOCATION FOR YOU?

EXPLANATION ______________________________

____

____

21. Circle Appropriate Answer

Y	N
0	1

(41)

---

22. DO YOU KNOW THE HOURS WHEN THE LIBRARY IS OPEN?

22. Circle Appropriate Answer

Y	N
0	1

(42)

---

23. ARE THE LIBRARY HOURS CONVENIENT FOR YOU?
(a) If not, How would you change them?

EXPLAIN __________________________________

____

23. Circle Appropriate Answer

Y	N
0	1

(43)

24. SHOULD THE LIBRARY BE OPENED AT NIGHT DURING THE WEEK?

24. Circle Appropriate Answer

Y N
0 1

(44)

---

25. DOES THE LIBRARY HAVE A TELEPHONE?

25. Circle Appropriate Answer

Y N
0 1

(45)

---

26. DO YOU KNOW THE NAME OF THE TOWN LIBRARIAN?

26. Circle Appropriate Answer

Y N
0 1

(46)

---

27. DO YOU REGULARLY USE ANY OTHER LIBRARIES, OTHER THAN THE TOWN LIBRARY? If Yes, List them:

1. ______________________________
2. ______________________________
3. ______________________________

27. Circle Appropriate Answer

Y N
0 1

(47)

---

28. DO YOU UNDERSTAND THE WAY THE BOOKS ARE ARRANGED IN THE LIBRARY?

28. Circle Appropriate Answer

Y N
0 1

(48)

---

29. DO YOU RECALL IF YOU USED THE LIBRARY WHILE YOU WERE IN SCHOOL?

29. Circle Appropriate Answer

Y N

30. IN THE PAST, WAS THE LIBRARY UNABLE TO SUPPLY YOU WITH ANY BOOKS YOU HAD REQUESTED?

30. Circle Appropriate Answer

Y N
0 1

(50)

30a. IF YES, WHICH BOOKS? ______________________________

____

30b. IF YES, DID THE LIBRARIAN OFFER TO GET THE BOOKS FROM ANOTHER LIBRARY?

Y N
0 1

(51)

31. WHEN YOU READ, DO YOU MOST OFTEN READ NEWSPAPERS, MAGAZINES, OR BOOKS?

31. Check Appropriate Answer

0 ____ Newspapers
1 ____ Magazines
2 ____ Books
3 ____ All Equally
4 ____ Never Read
5 ____ Don't Know

(52)

32. HOW OFTEN DO YOU READ OR GLANCE THOUGH MAGAZINES?

1. Almost Every Day
2. Every Other Day
3. Once or Twice a Week
4. Less Than That
5. Never
6. Don't Know

32. Enter Appropriate Number

____

(If "Never" go to questi
#33)

(53)

32a. ARE THERE ANY PARTICULAR MAGAZINES THAT YOU READ REGULARLY AT HOME?

32a. Check Appropriate Answer

0 ____ Yes
1 ____ No
2 ____ Don't Know

(54)

32b. IF YES, WHICH ONES? (ANY OTHERS?) — 32b.

1. ______________________________

2. ______________________________

32c. ARE THERE ANY PARTICULAR MAGAZINES THAT YOU READ REGULARLY AT THE LIBRARY?

32c. Check Appropriate Answer

0 ___ Yes
1 ___ No
2 ___ Don't Know

(55)

32d. IF YES, WHICH ONES? (ANY OTHERS?) — 32d.

1. ______________________________

2. ______________________________

3. ______________________________

---

33. HAS A LIBRARIAN EVER HELPED YOU TO SOLVE A SPECIFIC PROBLEM OR ANSWER A QUESTION? IF YES, EXPLAIN HOW:

____

____

33. Circle Appropriate Answer

Y N
0 1

(56)

---

34. APPROXIMATELY HOW MANY BOOKS WOULD YOU SAY YOU HAVE WITHDRAWN FROM THE LIBRARY IN THE PAST YEAR?

34. Enter Appropriate Number

____
Number
(57)

Now I would like to ask you if you agree or disagree with the Following Statements.

---

35. THE LIBRARY SHOULD PROVIDE EXHIBITS, i.e., PHOTOGRAPHS, PAINTINGS, AND FLOWER SHOWS.

35. Check Appropriate Answer

0 ___ Agree
1 ___ Disagree

Check
Appropriate
Answer

36. THE LIBRARY SHOULD HAVE FILMS ON A REGULAR BASIS OR HAVE SPECIAL FILM PROGRAMS.

36.
0 ___ Agree
1 ___ Disagree
2 ___ Don't Know
(60)

---

37. THERE SHOULD BE A SEPARATE AREA IN THE LIBRARY FOR CHILDREN TO READ AND STUDY.

37.
0 ___ Agree
1 ___ Disagree
2 ___ Don't Know
(61)

---

38. THERE SHOULD BE SPECIAL YEAR-ROUND READING PROGRAMS FOR CHILDREN.

38.
0 ___ Agree
1 ___ Disagree
2 ___ Don't Know
(62)

---

39. THE LIBRARY SHOULD MAKE ITS FACILITIES AVAILABLE FOR CLUB MEETINGS AND COMMUNITY GROUPS.

39.
0 ___ Agree
1 ___ Disagree
2 ___ Don't Know
(63)

---

40. THE TOWN SHOULD HAVE A RENTAL LIBRARY FACILITY IN ONE OF ITS STORES.

40.
0 ___ Agree
1 ___ Disagree
2 ___ Don't Know
(64)

If the respondent has no children of pre-school or school age, Omit the Next Six (6) questions.

---

41. DO YOUR CHILDREN USE THE TOWN LIBRARY?

41. Circle
Appropriate
Answer

Y N
0 1
(65)

41a.	IF YES, HOW OFTEN? 1. More than once a week 2. Once a week 3. Once every two weeks 4. Once a month 5. Once every two months 6. Once a year	41a. Enter Appropriate Answer ________ Number (66)
42.	DO YOU ENCOURAGE YOUR CHILDREN TO USE THE LIBRARY? IF YES, HOW? (Examples) ______________________________ ______________________________ ______________________________	42. Circle Appropriate Answer Y N 0 1 (67)
43.	DO YOUR CHILDREN USE THE LIBRARY FOR THEIR HOMEWORK ASSIGNMENTS?	43. Circle Appropriate Answer Y N 0 1 (68)
44.	DOES THE LIBRARIAN HELP YOUR CHILDREN WITH THEIR HOMEWORK?	44. Circle Appropriate Answer Y N 0 1 (69)
	Now I would like to ask you some more questions about the library.	
45.	DO YOU THINK THERE SHOULD BE A TOWN VOTE TO ENLARGE THE LIBRARY OR EXPAND THE LIBRARY SERVICES?	45. Circle Appropriate Answer Y N 0 1

46. IN RECENT YEARS, HAS THERE EVER BEEN ANY KIND OF CONTROVERSY OVER THE LIBRARY THAT YOU KNEW ABOUT?

IF YES, WHAT WAS IT ALL ABOUT?

____

____

46. Circle Appropriate Answer

Y N
0 1

(71)

47. CAN YOU THINK OF ANY REASONS WHY YOU DON'T LIKE TO USE THE LIBRARY?

IF YES, WHAT ARE THE REASONS.

____

____

____

47. Circle Appropriate Answer

Y N
0 1

(72)

48. WHAT DO YOU THINK ARE THE PROBLEMS OF THE TOWN LIBRARY TODAY?

1. ______________________________
2. ______________________________
3. ______________________________

49. DO YOU HAVE ANY SUGGESTIONS FOR THE IMPROVEMENT OF THE TOWN LIBRARY?

1. ______________________________
2. ______________________________
3. ______________________________

49. Circle Appropriate Answer

Y N
0 1

(73)

50. WHAT IS YOUR MAIN REASON FOR READING?

1. For personal enjoyment or entertainment
2. To become better informed about something - for self-improvement
3. To solve a specific problem - research
4. Other

50. Enter Appropriate Number

____
Number
(74)

51. IS THERE ANY REASON (S) FOR YOU NOT USING THE PUBLIC LIBRARY (MORE)?

IF YES, EXPLAIN IN DETAIL

____

____

51. Circle Appropriate Answer

Y N
0 1

(75)

---

52. IS THERE ANY REASON (S) WHY YOU MIGHT NOT ASK THE LIBRARIAN FOR HELP?

IF YES, EXPLAIN IN DETAIL

____

____

52. Circle Appropriate Answer

Y N
0 1

(76)

Complete these items as soon as interview is complete and you are outside of the house.

---

53. CHECK ONE OF THESE TO SHOW THE LOCATION OF THE DWELLING UNIT.

1. Very high
2. High: the better suburbs and apartment house areas, houses with spacious yards, etc.
3. Above average: areas all residential, larger than average space around houses: apartment areas in good condition, etc.
4. Average: residential neighborhoods, no deterioration in area.
5. Below average: area not quite holding its own, beginning to deteriorate, business entering, etc.
6. Low: considerably deteriorated, rundown and semi-slum.
7. Very low: slum.

53. Enter Appropriate Number

______
Number

(77)

---

54. CHECK ONE OF THESE TO SHOW THE HOUSE TYPE.

1. Large houses in good condition.
2. Large houses in medium condition: medium-sized houses in good condition.
3. Large houses in bad condition.
4. Medium-sized houses in medium condition: apartments in regular apartment buildings.
5. Small houses in good condition: small houses in medium condition: dwellings over stores

54. Enter Appropriate Number

______
Number

(78)

NOTES AND COMMENTS:

Instructions to Interviewer: Following the interview, write down all your comments about this interview. What was the general attitude of the interviewee about the Library? Is there anything that was said that you did not have enough time to record?

INTERVIEWER'S SIGNATURE ________________________________

NOTES AND COMMENTS: (For use of the interviewer)

EDUCATIONAL RESEARCH & SERVICES CORPORATION
170 South River Road
Bedford, New Hampshire 03102

TOWN ______________________

Schedule # ______________

Librarian Questionnaire

A STUDY OF LIBRARIES IN RURAL TOWNS: MAINE, VERMONT, & NEW HAMPSHIR

TOWN ______________________ DATE ______________________

NAME ______________________ HOME TELEPHONE ______________

ADDRESS ____________________ LIBRARY TELEPHONE ____________

LENGTH OF INTERVIEW ______________________ MINUTES

RECORD OF CALLS

DATE	TIME	COMMENTS-RESULTS
1.		
2.		
3.		
4.		

LIBRARIAN QUESTIONNAIRE

1.	How long have you been a librarian here?	1.	No. of years __________
2.	Have you ever been a librarian any place else?	2.	Circle correct answer Y N
3.	If yes, where?	3.	__________
4.	What did you do before you became a librarian?	4.	__________
5.	Are you satisfied with this library in general?	5.	Circle correct answer Y N
6.	If no, why?	6.	__________
7.	What areas do you feel need the greatest improvements? Reference? Periodicals? Programs?	7.	
8.	Have you found that you can usually supply users with the material they request?	8.	Circle correct answer Y N
9.	If not, where can't you help them?	9.	__________
10.	How would you increase citizen use of the library?	10.	__________
11.	Do students use the library regularly?	11.	Circle correct answer Y N
12.	What age groups use it the most?	12.	__________
13.	How do you assist the students?	13.	__________
14.	Which ages do you work with the best?	14.	__________

15.	Can this library supply students with enough up-to-date information for their studies and assignments?	15.	Circle correct answer Y N
16.	Do you refer to or use other libraries for resources?	16.	Circle correct answer Y N
17.	To what degree?	17.	
18.	Are there any areas in the organization of the library which need improving, such as catalogues, registers, etc.?	18.	Circle correct answer Y N
19.	Would you find it beneficial to develop a method to keep a record of how often users borrow from the library?	19.	Circle correct answer Y N
20.	How many hours a week are you open?	20.	Indicate No. of hours ______

Mon.	Tues.	Wednes.	Thurs.	Fri.	Sat.

21.	Do you find users asking for an expansion of library hours?	21.	Circle correct answer Y N
22.	If yes, what days or hours?	22.	
23.	Do you think library hours should be increased?	23.	Circle correct answer Y N
24.	How about Saturday hours?	24.	
25.	How about evening hours?	25.	
26.	What day or time of day does the library have its greatest influx of users?	26.	
27.	When do adults use the library the most?	27.	

28.	Is there a particular day or time of day during which you get most of your work done?	28.	Circle correct answer Y N
29.	Do you come here while the library is closed to do work?	29.	Circle correct answer Y N
30.	A breakdown of your work: 1. catalogue 2. checkout 3. ordering 4. trustee meetings 5. other	30.	Indicate appropriate Number ______
31.	About how many volumes do you add to the collection per year? (10 years average)	31.	
32.	How many this year?	32.	
33.	How many last year?	33.	
34.	How many do you average?	34.	
35.	How many are gifts?	35.	
36.	How much of the budget is allotted for book purchases?	36.	
37.	In what category does most of your volume increase lie? Fiction? Reference? Biography? etc.	37.	

A DESCRIPTION OF THE LIBRARY

38.	What kinds of reference books do you have?	38.	
39.	Number of books (a breakdown) Fiction and Non-Fiction.	39.	____ Fiction ____ Non-Fiction
40.	What do you have in the line of non-books?	40.	
41.	What is the collection's strength?	41.	
42.	What is the collection's weakness?	42.	

43.	What is your catalogue system?	43.
44.	What is your check-out system?	44,
45.	Do these areas need improvement?	45, Circle correct answer Y N
46.	How would you improve the situation?	46.
47.	Do you have any plans for improvements?	47. Circle correct answer Y N
48.	Budget breakdown;	48.
49,	Would you suggest any changes?	49. Circle correct answer Y N
49.	Would you suggest any changes?	49, Circle correct answer Y N
50.	In what ways can the State Library and State Librarian better assist you?	50.
51,	Would you like to see any changes in this cooperation?	51. Circle answer Y N
52.	Would you like to see the library expanded into other services? 1. tutoring 2. art 3. group meetings 4. films 5, other	52, Indicate appropriate number ______
53,	What about your summer program?	53,

54.	What happened last summer?	54.
55.	Plans for next summer?	55.
56.	If you had money, what would you place emphasis on?	56.
57.	Do you find that the townspeople in general are interested in their library?	57. Circle correct answer Y N
58.	What general age group uses the library the most?	58.
59.	Do you have any means of keeping citizens informed of you new acquisitions, activities, etc.?	59. circle answer Y N
60.	Do you presently have library aides to assist you in your work?	60. Circle correct answer Y N
61.	If yes, how many hours do they work?	61. Indicate Number of hours _____
62.	What do they do?	62.
63.	Who are they?	63.
64.	How much do they earn?	64.
65.	How many are there?	65.
66.	If you do not have any, would you like to have library aides to assist you?	66. Circle correct answer Y N
67.	How many hours a week do you work here?	67. Indicate Number of hours _____

68. Do you have any other occupation or job?

68. Circle
correct
answer
Y N

69. Are you a member of any groups or organizations in town?

69. Circle
correct
answer
Y N

70. If yes, which ones, how long have you been a member, and are you an active member?

	GROUPS	TIME OF MEMBERSHIP	ACTIVE
1.			
2.			
3.			

70.
No. of
Years/Active

________ Y N
________ Y N
________ Y N

71. Do you hold any offices?

	GROUP	OFFICE	NO. OF YRS.
1.			
2.			
3.			

71. Office/Yrs.

_____ _____
_____ _____
_____ _____

72. Are you involved in any civic program?

72. Circle
correct
answer
Y N

73. How did you get this job?

73.

74. What is your educational background?

74.

75. Have you taken any courses or attended any institutes to assist you in your work?

75. Circle correct answer
Y N

76. If yes, What? Where? When?

76.

77. Has there ever been any controversy over the library of which you are aware?

77. Circle correct answer
Y N

78. If so, what happened?

78.

Educational Research & Services Corporation
170 South River Road
Bedford, New Hampshire 03102

Town ______________________
(1)

Schedule# ______________
(2,3,4)

TRUSTEE QUESTIONNAIRE

A STUDY OF LIBRARIES IN RURAL TOWNS: MAINE, VERMONT & NEW HAMPSHIRE

TOWN ______________________ (CODE) DATE ____________________

NAME ____________________________ TELEPHONE ______________

ADDRESS ____

LENGTH OF INTERVIEW; ______________________ MINUTES

	Date	Time	Comments-Results
1.			
2.			
3.			
4.			

Questions for Trustees

1. HOW LONG HAVE YOU BEEN A BOARD MEMBER?	1. Enter appropriate No of Years __________ # of years (5,6)
2. HOW OFTEN DOES THE BOARD MEET? 1. Once a week 2. Once a month 3. Twice a year 4. Four times a year 5. Once a year 6. No scheduled meeting 7. Other (If so, specify) ____________________ ____________________	2. Enter appropriate Number __________ Number (7)
3. ARE YOU ABLE TO ATTEND ALL THE MEETINGS?	3. Circle Appropriate answer Y N 0 1 (8)
4. DO YOU THINK THAT THE BOARD MEETS OFTEN ENOUGH? (a) If no, how could the schedule be improved? ____________________ ____________________ ____________________	4. Circle Appropriate answer Y N 0 1 (9)

5. DO YOU FIND THAT CITIZENS, IN GENERAL, TAKE AN INTEREST IN THE ACTIVITIES OF THE BOARD?

5. Circle Appropriate answer

Y N
0 1
(10)

6. WHAT KIND OF IMPROVEMENTS WOULD YOU LIKE TO SEE FOR YOUR LIBRARY?

6a. DO YOU HAVE LIBRARY AIDES?

6a. Circle Appropriate answer

Y N
0 1

6b. WOULD YOU LIKE TO SEE LIBRARY AIDES EMPLOYED?

6b. Circle Appropriate answer

Y N
0 1

6c. IF YOU WERE GRANTED FUNDS, COULD YOUR LIBRARY MAKE USE OF LIBRARY AIDES?

6c. Circle Appropriate answer

Y N
0 1

6d. IF ANSWER TO QUESTION 6c WAS YES, ANSWER QUESTION 6d.

HOW WOULD YOU USE THE LIBRARY AIDES?

(11)

7. DO YOU THINK THE LIBRARY IS OPEN ENOUGH HOURS PER WEEK?

7. Circle Appropriate Answer

Y N
0 1

7a. WHAT ABOUT EVENING HOURS? EXPLAIN:

____

____

____

7b. WHAT ABOUT SATURDAY HOURS? EXPLAIN:

____

____

____

(12)

8. IS IT POSSIBLE TO KEEP THE LIBRARY OPEN MORE HOURS PER WEEK?
EXPLAIN:

____

____

____

8. Circle Correct Answer

Y	N
0	1

(13)

9. DO YOU THINK LIBRARY SERVICES SHOULD BE IMPROVED?

(a) How? ____

____

____

____

9. Circle Appropriate Answer

Y	N
0	1

(14)

10. DO YOU HAVE ANY PLANS FOR LIBRARY SERVICES EXPANSION?

(a) If so what? ____

____

____

____

10. Circle Appropriate Answer

Y	N
0	1

(15)

11. SHOULD THE LIBRARY STAFF BE ENLARGED?

(a) To what degree? ______________________

____

____

11. Circle Appropriate Answer

Y N
0 1

(16)

12. DO YOU THINK THE LIBRARY BUILDING IS ADEQUATE?

EXPLAIN: ______________________

____

____

____

12. Circle Appropriate Answer

Y N
0 1

(17)

13. IS THE TOWN MEETING REPORT SUFFICIENT?

13. Circle Appropriate Answer

Y N
0 1

(18)

13a. IS THERE A NEED FOR MORE DETAILED INFORMATION?

Circle Appropriate Answer

Y N
0 1

(19)

14. WHAT CIVIC ACTIVITIES OR PROGRAMS ARE YOU INVOLVED IN?

____

____

____

14.

15.	DO YOU FIND THE LIBRARY BUDGET SUFFICIENT?	15. Circle Appropriate Answer Y N 0 1 (20)
16.	DO YOU THINK THAT THE COLLECTION REFLECTS WISE SPENDING? If no, explain: ____________________ ____________________	16. Circle Appropriate Answer Y N 0 1 (21)
17.	DO YOU THINK THE COLLECTION SHOULD BE ENLARGED? If Yes, which areas would be enlarged? ____________________ ____________________	17. Circle Appropriate Answer Y N 0 1 (22)
18.	WHAT IS THE COLLECTION'S STRONG POINT? Explain: ____________________ ____________________ ____________________ ____________________	
19.	IN YOUR ESTIMATION, IS THE LIBRARY MEETING THE REQUIREMENTS OF THE TOWN? Explain: ____________________ ____________________ ____________________	19. Circle Appropriate Answer Y N 0 1 (23)
20.	DO YOU ENCOURAGE OTHER CITIZENS TO USE THE FACILITIES OF THE LIBRARY AS A MEETING PLACE? Explain: ____________________ ____________________ ____________________	20. Circle Appropriate Answer Y N 0 1 (24)

21.	HOW MANY GROUPS HAVE ALREADY USED THE LIBRARY FACILITIES? Which groups: ______________________ ______________________________ ______________________________	21. Enter Correct Number ______ Number (25,26)
22.	DO YOU GET ADEQUATE COMMUNITY SUPPORT FROM THE TOWN?	22. Circle Appropriate Answer Y N 0 1 (27)
23.	HOW DO YOU THINK COMMUNITY SUPPORT SHOULD BE INCREASED? ______________________________ ______________________________ ______________________________ ______________________________	
24.	HAS THERE EVER BEEN A CONTROVERSY OVER YOUR LIBRARY?	24. Circle Appropriate Answer Y N 0 1 (28)
24a,	IF YES, WHAT WAS IT AND WHAT EVENTUALLY HAPPENED? ______________________________ ______________________________ ______________________________	

25. HOW LONG HAVE YOU BEEN A RESIDENT OF THE TOWN?

25. Enter No. of years

____
# of years

(29,30)

26. DO YOU RECEIVE ANY SALARY FOR YOUR SERVICES AS A MEMBER OF THE BOARD OF TRUSTEES?

26. Circle Appropriate answer

(31)

27. WHOM ON THE BOARD OF TRUSTEES DO YOU USUALLY CONFER WITH TO DISCUSS LIBRARY ISSUES/PROBLEMS?

____

____

____

____

28. ARE YOU A MEMBER OF ANY GROUPS OR ANY ORGANIZATIONS IN TOWN?

28. Circle Appropriate Answer

Y	N
0	1

(32)

28a. IF YES, (TO QUESTION 28):

1. Which ones?
2. How long have you been a member?
3. Are you an active member?

# of years/Active

	GROUPS	TIME OF MEMBERSHIP	ACTIVE
1.			
2.			
3.			

____ ____ Y N
0 1

____ ____ Y N
0 1

____ ____ Y N
0 1

(33,34,35)
(36,37,38)

29. DO YOU HOLD ANY OFFICES? 29.

	Group	Office	# of years	Office/# of yrs.
1.	______	______	______	___ ___ ___
2.	______	______	______	___ ___ ___
3.	______	______	______	___ ___ ___

(42,43,44)
(45,46,47)
(48,49,50)

30. WHAT IS YOUR PRESENT OCCUPATION?

____
